April 24, 2003

The Honorable Eugene W. Hickok
Under Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Room 3W300
Washington, DC 20202-6400

Dear Dr. Hickok:

This is to transmit the electronic version of the Rhode Island Consolidated State Application Accountability Workbook as you requested, with full description of the principles of the State's education accountability system. We view several of the accountability provisions of the No Child Left Behind to be reflective of the policies and practices long underway in our State and in our schools and districts. As required by our State legislature since 1997, the Rhode Island Department of Education is responsible for developing and implementing systems that support the continuous improvement of schools. Rhode Island's final draft for accountability for NCLB describes a seamless transition from our current accountability system into this new index proficiency model. Our model has received final State approval from our Board of Regents. Please note that there is no case in which we are still working to formulate policy or changes in legislation to implement this system.

We believe that this submittal addresses the issues and concerns raised during our Peer Review Team visit on March 7, 2003. The ongoing guidance from Sue Rigney has proved invaluable as we clarified our proposal and addressed areas so that Rhode Island can be in full compliance with NCLB's accountability requirements. We would like to thank her and the entire team for their assistance. Please contact Dr. Todd Flaherty, Deputy Commissioner, at 401-222-4600, ext. 2011 if you have any questions.

Sincerely,

Peter McWalters
Commissioner

RHODE ISLAND DEPARTMENT OF EDUCATION

CONSOLIDATED STATE APPLICATION

ACCOUNTABILITY WORKBOOK

Peter McWalters,
Commissioner
April 2003

Summary of Implementation Status for Required Elements of State Accountability Systems

Status		State Accountability System Element
Principle 1: All Schools		
F	1.1	Accountability system includes *all schools and districts in the state.*
F	1.2	Accountability system holds *all schools to the same criteria*.
F	1.3	Accountability system incorporates the *academic achievement standards*.
F	1.4	Accountability system provides *information in a timely manner.*
F	1.5	Accountability system includes *report cards*.
F	1.6	Accountability system includes *rewards and sanctions*.
Principle 2: All Students		
F	2.1	The accountability system includes *all students*
F	2.2	The accountability system has a consistent definition of *full academic year.*
F	2.3	The accountability system properly includes *mobile students*.
Principle 3: Method of AYP Determinations		
F	3.1	Accountability system expects *all student subgroups, public schools, and LEAs to reach proficiency by 2013-14*.
F	3.2	Accountability system has a method for determining whether *student subgroups, public schools, and LEAs made adequate yearly progress.*
F	3.2a	Accountability system establishes a *starting point*.
F	3.2b	Accountability system establishes *statewide annual measurable objectives*.
F	3.2c	Accountability system establishes *intermediate goals*.
Principle 4: Annual Decisions		
F	4.1	The accountability system *determines annually the progress* of schools and districts.

STATUS Legend:
F – Final state policy
P – Proposed policy, awaiting State approval
W – Working to formulate policy

Status		State Accountability System Element
Principle 5: Subgroup Accountability		
F	5.1	The accountability system *includes all the required student subgroups*.

F	5.2	The accountability system holds *schools and LEAs accountable for the progress of student subgroups*.
F	5.3	The accountability system includes *students with disabilities*.
F	5.4	The accountability system includes *limited English proficient students*.
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based *primarily on academic assessments*.

Principle 7: Additional Indicators

F	7.1	Accountability system includes *graduation rate for high school*s.
F	7.2	Accountability system includes an *additional academic indicator for elementary and middle school*s.
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for *reading/language arts* and *mathematics*.

Principle 9: System Validity and Reliability

F	9.1	Accountability system produces *reliable decisions*.
F	9.2	Accountability system produces *valid decisions*.
F	9.3	State has a plan for addressing *changes in assessment and student population*.

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the *rate of participation* in the statewide assessment.
F	10.2	Accountability system has a means for *applying the 95% assessment criteria to student subgroups and small schools.*

STATUS Legend:

F – Final policy
P – Proposed Policy, awaiting State approval
W– Working to formulate policy

PRINCIPLE 1. A single Statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT

1.1 How does the State Accountability System include every public school and LEA in the State?

Rhode Island's State Assessment Program (RISAP) is a statewide program established in state law. It is conducted annually, assessing students at grades 4, 8 and 10 in reading, writing and mathematics using the *New Standard Reference Exam* and a state-developed writing assessment. Until this year therefore every school and district in the State has been included in the State Accountability System based on assessment results except those schools that do not have a State tested grade level (K, K-1, K-2). These early elementary schools represent only 25 of our 339 schools statewide. Those early elementary schools which do "house" a grade three (3) have been held accountable only through the Rhode Island Writing Assessment if they do not have grade 4 in the school configurations.

We will be adding the Phonological Awareness Literacy Screening (PALS) and Developmental Reading Assessment (DRA) assessments in grades K-2. The approximately 25 schools will be required to use these assessments. These assessments will be administered to these schools for the first time in the 2003-2004 school year. For mathematics in grades K-2 the State will select an appropriate assessment in the next 60-90 days. The selected assessment will monitor student progress to gain information for needed teaching strategies and possible early intervention. Both English language arts and mathematics assessments will be aligned to our State early childhood standards and content standards. The test results from both the reading assessments and math assessments referred to above will be reported to the State by the districts.

These added early elementary test results will supplement additional student performance data already being collected. We already collect data on grade level performance in reading and math on all students in grades K-3 and will continue to use this information to include those public schools that do not have a State tested grade level in our accountability system. We are utilizing the Teacher Student Rating Scale (TSRS) to gather this student performance data in reading and math at this time.

All publicly funded students are accounted for. Regardless of their school placement, all students are tested and their student performance results are assigned back to their school district of residence if they are outplaced from district schools.

All schools K-12, receive "Learning Support Indicator" (LSI) results, which includes attendance. This system will continue. The Learning Support Indicators provide a valuable context for the above enumerated accountability categorizations. The attendance rates are part of the information that is used to categorize schools in the accountability system.

For the purposes of Accountability, the" Other Academic Indicator", Attendance, will be used to measure all K-2 schools. This is a one-year only provision because assessment data will be available for these schools in the following year. Grade 3 schools will use the Rhode Island Writing Test and all other K-12 schools will use the New Reference Examination in English Language Arts and Mathematics for Accountability purposes.

Examples of Evidence:

- **"Testing Guidelines for Rhode Island's State Assessment Program," 2003**
- **Statutory Citation for the State Assessment Program**
- **Timeline for changes in RISAP (October 2003)**
- **Transition Plan for RISAP**
- **"Learning Support Indicators, Technical Assistance Bulletin"**
- **"School Performance Categories, Technical Assistance Bulletin"**
- **Training Materials for PALS**
- **DRA Materials**
- **SALT Survey Instructions for the TSRS**
- **Definitions of Public School, District**

1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?

Rhode Island has preserved the core values of its accountability system while designing modifications to meet the requirements of the No Child Left Behind Act (NCLB). By doing this Rhode Island is able to maintain a unified accountability system for all schools. Schools in Rhode Island will continue to be held to identical criteria for achieving high, moderate, low status. Improvement is also defined for all schools in a consistent manner. However, the provisions of the NCLB accountability guidelines on AYP will be incorporated into the Rhode Island Accountability system to achieve compliance. Learning Support Indicators (LSI) are another feature of the current accountability system. (See attachments: ***School Performance Categories and Learning Support Indicators Technical Assistance Bulletins).*** These indicators do not, however, affect a school's performance category except for graduation rate and attendance rate. To capture accurately all levels of student achievement, an indexing of proficiency is used. The indexing system increases reliability and validity of the school accountability system because it includes the performance levels of all students within the educational system. An "Index Proficiency" approach will be used to make AYP determinations on categorizing schools. Baselines will be established for every school and LEA this Spring, based on assessment data combined for 2000, 2001 and 2002.

BUSINESS RULES

DEFINITION OF "PUBLIC SCHOOL" FOR ACCOUNTABILITY PURPOSES:

The definition of public school for accountability purposes is the same definition as public school for general purposes in Rhode Island, to whit: "A publicly funded school, operated by a local city or town school committee or school board, or operated by the State through a Board of Trustees, or a public charter school established pursuant to Chapter 77 of Title 16 of the General Laws, or a school program operated by the Department for Children, Youth and Families (DCYF)."

DEFINITION OF "LEA" FOR ACCOUNTABILITY PURPOSES:

For accountability, reporting and other purposes the State's definition of LEA is "any city, town, state or regional school district or the School for the Deaf, the Williams M. Davies, Jr. Career and Technical High School, the Metropolitan Career and Technical Center, any public charter schools established pursuant to Chapter 77 of Title 16 of the General Laws, or the Department for Children, Youth and Families (DCYF)" R.I.G.L. 40-8-18 (c)(4).

Refer to Rhode Island General Laws:

16-3-1	Establishment of Regional School Districts
16-2-9	General Powers and Duties of School Committees
16-3.1-11	Urban Collaborative
16-7-16(5)	Definition of community as any city, town or regional schools district and DCYF for purposes of State aid
16-7.1-2	Accountability (of districts and schools) for student performance
16-40-1	Private schools
16-45-1	Regional vocational schools
16-45-6(a)(2)	Establishment of Davies Career and Technical and Metropolitan Career and Technical
16-77-1	Establishment of Charter Public Schools
16-77-6(e)	Charter school operates as though a district
40-8-18(c)(4)	Definition of LEA for Medicaid purposes
42-72-5(b)(22)	DCYF authorized to provide public education

THE FOLLOWING CATEGORIES OF SCHOOLS RECEIVE PUBLIC FUNDS FROM THE STATE:

- Public schools operated by local school districts
- Public schools operated by the State through Board of Trustees
  - Davies Career and Technical
  - Metropolitan Career and Technical
  - Rhode Island School for the Deaf
- Public schools operated by the State through the State Department of Children Youth and Families
  - Rhode Island Training School for Youth and affiliated educational programs
- Public charter schools
  - Operated by local school districts
    - Textron/Chamber
    - Times2
    - Cranston/Laborers International
  - Operated by non-profit entities
    - Kingston Hill
    - Cuffee
    - CVS/Highlander
    - Compass
    - International

Category of School	*Number of School in Category*
Public schools	339
Public schools operated by local school districts	328
Public schools operated by the State through Board of Trustees	3
Public schools operated by the State through DCYF	3
Public charter schools operated by local school districts	5
Schools receiving public funds from the State	340 (all public schools plus Hasbro Children's Hospital which receives a direct grant from the legislature to educate hospitalized students)
Public schools receiving Title I funds	150
Public schools not receiving Title I funds	186

Total number of LEAs	46= 36 public school districts 4 "State LEAs" (MET, Davies, Deaf, DCYF) 6 "Charter LEAs" **(North Smithfield School District, Kingstown Hill Charter, and Compass Charter do not receive Title I funds)**
Total number of LEAs receiving Title I funds	43 **(Includes 36 public school districts, MET, Davies, Deaf and 4 Charter LEAs)**

1.2 Does the State have, at a minimum, a definition of basic, proficient and advanced student achievement levels in reading/language arts and mathematics?

The Assessment System for Accountability is aligned to the standards which are available for districts to adopt. These assessments are required by State law (Article 31 - 1997). The assessments in both English language arts (ELA) and mathematics report student results in the following categories: Achieved the Standard with Honors (5), Achieved the Standard (4), Nearly Achieved the Standard (3), Below the Standard (2), Little Evidence of Achievement (1), and No Score (0). Achieving the Standard also corresponds to Proficient on the National Assessment of Educational Progress (NAEP).

The state adds a sixth level to the performance levels called "No Score." This level assigns a zero for these students who were required to take the test but for some reason (e.g. illness, failure to make up some portion of the test, total lack of effort) did not receive a score on the test. This reflects the "All Kids" focus of both state education policy and law that requires all public school students to participate in the State Assessment Program.

To increase the reliability and validity of our accountability system, we define an "Index Proficiency" of a student as follows:

NSRE Score	***Index Proficiency***
Achieved the Standards with Honors	100
Achieved the Standard	100
Nearly Achieved the Standard	75
Below Standard	50
Little Evidence	25
No Score	0

The Index Proficiency will be used as a measure of proficiency for our accountability system.

Examples of Evidence:

- NSRE (New Standards Reference Exams Criteria/Score Reports, etc.)
- NAEP Chart – American Institute for Research NAEP Comparison to Statewide Assessment Results
- January 19, 2001, letter from Michael Cohen indicating full approval of Rhode Island's final Assessment System

1.3 How does the State provide accountability and Adequate Yearly Progress decisions and information in a timely manner?

Rhode Island has moved its state assessment administration from late in the school year to the late winter in order to comply with NCLB requirements. The preliminary assessment results, with the exception of the writing assessment results, will, as of 2003, be made available in July. Based on the release of this information those schools that will be responsible to provide choice and supplemental services will be provided notice of that fact during August of each year. School categories will be released on October 1st. The timelines for administering the New Standards Reference Exam Assessments, scoring and returning the results to the schools have thus been reworked to incorporate the NCLB timeline provisions of notification to the public for public school choice or supplemental services.

TIMELINE FOR AYP NOTIFICATION AND APPEALS

March 2003	**Testing Window**
July 1-15, 2003	**Analysis of assessment data for accuracy and application of processing rules (e.g., disaggregating, October 1st enrollment checks, etc.).**
August 18 - September 17, 2003	**Appeal process occurs for all schools and districts especially those low performing schools in jeopardy of not meeting AYP.**
October 1, 2003	**Final release of proficiency index to all schools and districts.**

Examples of Evidence:

- Agreements with the Testing Contractor stipulating that student results will be provided to us by July
- Memo from Deputy Commissioner changing the testing dates

1.4 Does the State Accountability System produce an annual State Report Card?

Information Works! is Rhode Island's state report card. In the 2003-2004 school year, it will include assessment data, teacher quality information, disaggregations, and all other data elements required by NCLB of the state report card. *Information Works*! (www.infoworks.ride.uri.edu) will also include all data elements required of district and school report cards. These report cards will be presented to the public through a major statewide media event in September. They will be presented to all state newspapers and other media outlets. The state, district, and school report cards will be available on line and will be presented in a form suitable for printing and dissemination by each district and school. Districts and schools will be responsible for distributing their report cards, by mail, e-mail, and at "school report night," which is required by the state's accountability regulations.

The *Information Works*! website will be expanded and kept up to date through the course of the school year, with extensive additional information to be added on such topics as school finances, school demographics, data on discipline and grievances, and results of parent, teacher, and student surveys. The report also includes "value-added" (predictability bands) information, which compares the assessment results for each school with the results of similar students statewide; this is a way by which one can determine how each school is performing in relation to the challenges that its students face (e.g., high poverty, LEP). The state report card updates will culminate in March with the publication of the Commissioner's annual address to the General Assembly.

The forthcoming *Information Works*! contains, all data elements required for state, district, and school report cards, as well as all the additional information described above. Because of the timeline of our current assessment system these report cards will not be published in a downloadable, printable form until Spring. This timeline will change, beginning with the 2003-2004 school year.

Both the annual report on education and the Commissioner's address to the General Assembly are required by state law (16-7.1-4). Current and previous editions of *Information Works*! are available on the department's Web site, www.ridoe.net. Our State report card captures value added by presenting a graphic representation of predictable results for students in a similar school and indicating whether a school is "beating the odds" with their students.

The State will translate the report card into Spanish. Districts will be responsible for translating this information into the other languages called for by the district's demographics and for disseminating this information through parent information sessions.

This meets the requirements of the act in the following way:

1. Assessment results are released to districts in the summer.
2. Teacher quality information for *Information Works*! is posted online for all interested parties to refer to. The online posting is updated throughout the year.
3. All State School and District Performance Categories are released to the public in November and published in the *Information Works*! volume in the following March.

STATE REPORT CARD - *INFORMATION WORKS*! 2003

DISTRIBUTION PLAN

The State Report Card: *Information Works*! 2003 will be published in booklet form by the University of Rhode Island's National Center on Public Education and Social Policy (NCPE) and published on its own website, www.infoworks.ride.rui.edu, with links to the RI Department of Elementary and Secondary Education (RIDE) website, www.ridoe.net. As in the past, the State Report Card will be released in conjunction with a public event, either the Commissioner's annual State of Education Address to the General Assembly or at a news conference called by the Commissioner explicitly for release of the report.

The report will be distributed to all media statewide, in electronic format suitable for downloading and publication, along with background explanatory information.

The report will be sent in electronic format and in published format to:

- All school districts
- All public schools

The report will be sent in published format to:

- All public libraries
- Key state agencies and nonprofit agencies concerned with education
- Key legislators and public officials, including all members of the General Assembly

All communications regarding the State Report Card will note that copies are available free of charge from both RIDE and NCPE and that the entire report, along with all district and school reports and reports from the previous five years, are posted on the RIDE website.

Examples of Evidence:

- *Information Works*! and Users Guide
- Timeline for when a) Graduation Rate and b) Attendance Rates are available (see 7.1 and 7.2)
- Teacher Quality information
- Technical report explaining "value added" bands in *Information Works*!

1.5 How does the State Accountability System include rewards and sanctions for public schools and LEAs?

Rewards for schools who reach their improvement targets for two consecutive years exist through the Rhode Island "Regents Commended Schools" and Blue Ribbon Schools identification system. These schools' names are released to the public (26 schools in 2002) and received commended school status at a Regents' meeting.

Schools and Districts which fail to perform (Low-Performing/Non-Improving) are designated as Progressive Support and Intervention (PS&I) status schools/ districts. These schools/districts are required to meet with the Commissioner of Education (or his designee) in a "Face-to-Face" meeting. These "Face to Face" meetings are part of the Rhode Island Progressive Support and Intervention continuum and are used to both diagnose the district and school challenges and to enter into agreements with districts for remediation of the barriers to improving student performance in those schools. Subsequently schools must report on the status of the strategies outlined in the "Face-to-Face" meeting prior to the opening of the next school year. The Commissioner of Education also has the authority through Progressive Support and Intervention to control set-asides allocated by the General Assembly, which target resources in specific ways. In a similar effort to align school improvement goals, low performing schools must incorporate their improvement plans into their Consolidated Resource Plans/District/School Strategic Plans which are due May 1st of each year.

NCLB sanctions call for school categorization, choice and supplemental services. Rhode Island has implemented each of those remedies. In addition, in Rhode Island, schools identified as in need of improvement are largely clustered in a very small number of (approximately seven) districts. These districts are assigned support teams by the SEA and must interact with the SEA support team throughout the year to implement agreements for improvement of student performance in the schools. (See Progressive Support and Intervention, May 2000, process). The Commissioner also retains authority under state law to require remedial action in districts and schools and to restructure a school as a necessary element of Progressive Support and Intervention particularly if their assessment data and Learning Support Indicators (LSI) are continuously flat. Rhode Island is currently developing a "Framework for Accountability" with the Annenberg Institute for School Reform which will specify protocols and sanctions for Title I and non-Title I schools. This work will be completed by June 2003.

Examples of Evidence:

- Regents' Commended School Protocol in "School Performance Categories" (October 2002)
- Consolidated Resource Application
- "Progressive Support and Intervention" (May 2000)
- Learning Support Indicators Bulletin
- "School Performance Categories" Technical Assistance Bulletin (October 2002)
- Face-to-Face Meeting Reports (Spring 2002)
- Title 16, The Rhode Island Student Investment Initiative Statute
- Approved Supplemental Education Service Providers

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT

2.1 How does the State Accountability System include all students in the State?

All students in the State are tested according to statewide policy. Students may participate with or without accommodations and special needs students who qualify may take the Rhode Island Alternate Assessment (less than 1% of the student population). Rhode Island already includes these results in its accountability system. Students who have been in the State prior to the October 1st enrollment count will be included in the State Assessment and included in the Accountability System. Students who arrive in a district/school after the October 1st enrollment count will be included in the State Assessment but excluded from the Accountability System.

Note: See 5.4 for policy on LEP students

Examples of Evidence:

- "Testing Guidelines for Rhode Island's State Assessment Program," 2003
- *Information Works*! (www.infoworks.ride.uri.edu)

2.2 How does the State define "full academic year" for identifying students in AYP decisions?

The criterion for defining what constitutes "a full academic" year is applied consistently statewide. It is set at the October 1st enrollment count date (this is the date designated in state law to calculate state aid to districts), prior to the administration of the Spring Assessments of the same school year and with the conclusion of the academic year being the 180th day of instruction. Students who have been continuously enrolled are counted. Students who have not been continuously enrolled at the school but have remained in the district (in another school) will be counted in the district AYP. A student who is not in the school for a continuous entire school year will not be counted for school level accountability but will be reported in the state and district results. (see also 10.1)

2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?

Schools/districts are required by regulation to submit October 1st enrollments to the Rhode Island Department of Education (RIDE) each year. Schools also are required to re-submit enrollments at the State tested grade levels as of the beginning of the State testing window (e.g. March 3, 2003).

- The March enrollments, together with the assessment results are used to account for all students in the system.
- Students who migrate from one school to another school within the district are tested and included in the district AYP provided they were in the district prior to October 1st.
- Students who migrate from a school in a district to another school in a different district will be tested and included in the state AYP.

Examples of Evidence:

- Student Demographic Forms (header sheets) for the State Assessment Program

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

3.1 How does the State's definition of Adequate Yearly Progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?

Methods: Incorporating the NCLB Accountability System into Rhode Island's Model

Rhode Island has redesigned its current accountability system as a single system that merges the NCLB requirements and the Rhode Island Comprehensive Education All-Kids Strategy (CES) based on the 1997 Article 31 law. This single system will serve as the basis for categorizing school performance beginning with the 2003 testing cycle. All schools, districts and targeted subgroups are expected to achieve 100% proficiency by the 2014 school year.

Using the federal guidelines for establishing Adequate Yearly Progress (AYP) is the first step in making determinations for school performance. Rhode Island will continue to use assessments in a three-year averaging system that will result in placing schools into categories. These calculations will be done separately for English-language arts and mathematics for grades 4, 8, and 10 using the New Standards Reference Exam (NSRE) for those grade levels. Results are disaggregated by the required sub-groups outlined in NCLB. The Rhode Island Writing Assessment at grade 3 will be used to evaluate schools with a 3rd grade but not a 4th grade. A mathematics assessment for grade 3 will be added in FY '04.

A RATIONALE FOR AN INDEXING SYSTEM

Since Rhode Island's State Assessment, the New Standards Reference Examinations in mathematics and English language arts, are at certain grades the most demanding in the nation (see AIR study), simply tallying students meeting the standard does not acknowledge the progress many schools are making as students move from showing no or little evidence of understanding to nearly meeting the standard. Rhode Island has devised an indexing system to recognize the progress schools are making in moving students from the bottom categories to nearly meeting the standards. In a sense, credit is being given for demonstrated improvement towards meeting the standards.

Getting all students to meeting the standards is an arduous task because it is dependent upon a multitude of factors relating to the classroom change process. Another way of stating this is that change takes time because of internal and external factors to teaching and learning in the classroom. Knowing that the single most important factor in student achievement is the quality of the teacher, it is imperative that teachers engage in professional development that will enhance their knowledge, skills, and ability to teach students content and process skills and how to apply them to solve problems as demanded by the standards-based classroom.

Standards-based classrooms require students to know more than memorizing facts and using rules. Standards are asking students to organize data, think critically, analyze information, communicate ideas, critique ideas and materials, apply knowledge, use technology, predict results, and solve problems to name a few demands. The New Standards Reference Examinations require students to demonstrate evidence of standards based instruction. These demands for higher levels of thinking skills require a classroom environment filled with opportunities for students to experience situations requiring these skills and abilities.

Since teaching in a standards-based classroom is very different from how teachers were trained to teach, teachers need to engage in professional development over time to develop their expertise and ability to create a standards-based environment. Changes in teacher beliefs and practice have to occur before change in student performance is seen. Both changes in teacher beliefs and practice and student performance will require time. Since dramatic changes in student performance will not be immediate, giving schools credit for incremental changes through an index system acknowledges the efforts made by schools in striving to get all students to perform at high standards.

Creating a cohesive school where all teachers work on a consistent curriculum aimed at having all students meet the standards takes effective leadership and a unified faculty. This task too takes time and requires ongoing commitment by all school staff. These examples of systematic change to enhance teaching and learning and student achievement are all indicators of schools making strides towards improvement. Without the state indexing system, schools showing gradual improvement would not be credited for their growth. This lack of recognition for improved teaching and learning may contribute to a loss of enthusiasm for changing and enhancing teaching practices.

REVISED ACCOUNTABILITY DESIGN

The Assessment System for Accountability is aligned to standards which are available for districts to adopt. These assessments are required by State law (Article 31 - 1997). The assessments in both English language arts and mathematics report student results in the following categories: Achieved the Standard with Honors (5), Achieved the Standard (4), Nearly Achieved the Standard (3), Below the Standard (2), Little Evidence of Achievement (1), and No Score (0). Achieving the Standard also corresponds to Proficient on the National Assessment of Educational Progress (NAEP).

The State adds a sixth level to the performance levels called "No Score." This level assigns a zero for any students who were required to take the test but for some reason (e.g. illness, failure to make up some portion of the test, total lack of effort) did not receive a score on the test. This process reflects the "All Kids" focus of both state education policy and law that requires all public school students to participate in the State Assessment Program (SAP).

To increase the reliability and validity of our accountability system, we define an "Index Proficiency" (figure 2) of a student as follows:

FIGURE 2

NSRE Score	Index Proficiency Scale	Old Proficiency Scale
Achieved the Standard with Honors	**100**	**100**
Achieved the Standard	**100**	**100**
Nearly Achieved the Standard	**75**	**0**
Below Standard	**50**	**0**
Little Evidence	**25**	**0**
No Score	**0**	**0**

The Index Proficiency measure is valuable because it encourages continuous improvement for students and teachers in terms of making progress toward achieving the standard. Given the very high "proficiency bar" on the Rhode Island assessments, schools can measure and be given credit for making progress toward our final goal of 100% proficiency.

EFFECT OF IMPROVEMENT OF NON-PROFICIENT STUDENTS ON INDEX PROFICIENCY

One of the purposes of using an Index Model is to recognize efforts made by schools to improve the performance of all their students. We realize that some of these schools start from low proficiency rates and that they need to get their students to improve gradually to proficiency status. While we recognize this graduated improvement and reward the schools for this, we also know that it is not sufficient. At the same time, schools must also steadily increase the percent of students who are proficient in order to meet their Annual Measurable Objective (AMO).

The Chart below lists the 33 elementary schools, which have proficiency rates below the baseline for 2002. Data are from 2000 to 2002 aggregate English language arts at grade 4. To test the effect of improvements limited to non-proficient students on our Index Proficiency, we implemented an exaggerated growth rate model. The AMO for 2003 for this subject and grade has been set at 76%. Under the column "50% Improv", we have held the number of students who are proficient fixed at their current numbers and projected a 50% growth for all the other performance levels which are not proficient. These are performance levels 1, 2, 3 and No Scores. This is a generous growth rate that does not reflect our expected gains for these schools since they are at varying stages of schools reform. Corresponding results for 30% improvement in the non-proficient students are shown under the column "30% Improv". As shown on the table, most of the schools still fail to meet the Annual Measurable Objective of 76%. Out of 33 schools, 26 schools fail to meet their AMO when there is 30% improvement and 20 schools fail to meet their AMO when there is a 50% improvement within the low performing students. As the growth rate decreases and becomes more realistic, the number of schools that fail to meet their AMO increases. This clearly shows that schools must increase the number of students who are proficient in order to meet their AMO. The Index Model gives schools credit for moving students along to proficiency but this credit is not enough to get the schools to meet their AMO. The only way a school will meet its AMO is to get more students into the proficiency category.

DISTRICT	SCHOOL CODE	NAME	Index % Prof	30% Improv	50% Improv
WOONSOCKET	39116	Second Avenue School	47.92	53.67	57.50
PROVIDENCE	28156	Robert L. Bailey, IV	57.88	62.05	64.83
PROVIDENCE	28180	The Sergeant Cornel	58.08	61.88	64.41
PROVIDENCE	28121	Alfred Lima, Sr. El	58.74	62.51	65.03
CENTRAL FALLS	4109	Alan Shawn Feinstein	63.93	67.49	69.86
CVS HIGHLANDER	28601	CVS HIGHLANDER	64.51	67.52	69.53
PROVIDENCE	28165	Pleasant View School	64.96	68.29	70.50
PROVIDENCE	28134	Laurel Hill Avenue S	65.28	68.48	70.61

PAWTUCKET	26119	Henry J. Winters Sch	65.70	68.63	70.59
PROVIDENCE	28162	The Charlotte Woods	66.67	69.84	71.95
PROVIDENCE	28148	Windmill Street Scho	66.88	69.92	71.94
PROVIDENCE	28130	Veazie Street School	68.11	71.47	73.71
PROVIDENCE	28160	Mary E. Fogarty Scho	68.75	71.77	73.78
WOONSOCKET	39109	Social Street School	69.39	72.44	74.48
PROVIDENCE	28102	West Broadway School	69.72	72.56	74.45
PROVIDENCE	28122	Charles Fortes El. S	70.04	72.75	74.56
PROVIDENCE	28127	Webster Avenue Schoo	70.17	73.08	75.03
PROVIDENCE	28116	Alan Shawn Feinstein	70.22	73.27	75.29
CENTRAL FALLS	4105	Robertson School	70.30	73.28	75.27
CENTRAL FALLS	4101	Ella Risk School	70.75	73.69	75.66
PROVIDENCE	28161	Harry Kizirian Eleme	72.04	74.78	76.61
NEWPORT	21110	Sullivan School	72.05	74.77	76.58
NEWPORT	21105	Sheffield School	72.59	75.02	76.65
PROVIDENCE	28158	Edmund W. Flynn Scho	72.90	75.15	76.65
PROVIDENCE	28140	Carl G. Lauro School	72.98	75.57	77.30
PROVIDENCE	28135	George J. West Schoo	73.19	75.64	77.27
WOONSOCKET	39128	Kevin K. Coleman Sch	74.10	76.43	77.99
PAWTUCKET	26115	Flora S. Curtis Scho	74.68	76.71	78.06
PROVIDENCE	28153	William D'Abate Scho	74.82	77.02	78.48
PROVIDENCE	28181	Anthony Carnevale El	75.27	77.70	79.32
WOONSOCKET	39117	Citizens Memorial Sc	75.61	77.83	79.32
WOONSOCKET	39110	Pothier School	75.93	77.97	79.32
NEWPORT	21103	Carey School	76.09	78.17	79.56

ADEQUATE YEARLY PROGRESS

Rhode Island's Adequate Yearly Progress (AYP) calculation will determine the performance of schools using the Index Proficiency in English language arts and mathematics and the results of the "other academic indicators."

Baseline - Rhode Island's baseline was calculated by averaging 2000, 2001, and 2002 statewide assessment results. Baselines were established for English language arts and mathematics at each of three levels - - elementary (grades K-5), middle (grades 6-8) and high (grades 9-12). In each instance the baseline was the

percentage of proficient students in the school building in which is the student at the 20th percentile of Rhode Island's total enrollment.

The English language arts and mathematics baselines will be applied to each school, district, as well as to each subgroup at the school, district and State levels to determine AYP status. Figure 3 presents Rhode Island's baseline scores on its proficiency index.

FIGURE 3

RHODE ISLAND'S BASELINE SCORES (STARTING POINTS)

	English Language Arts	Mathematics
Elementary	**76.1**	**61.7**
Middle	**68.0**	**46.1**
High	**62.6**	**44.8**

INTERMEDIATE GOALS - The Intermediate Goals for elementary, middle and high schools will increase in five equal increments over the 12-year timeline (figure 4). These are separate intermediate goals for English language arts and mathematics at each of the grade levels (elementary, middle and high schools). These goals will be applied to each school and district, as well as to each subgroup at the school, district and statewide levels to determine AYP status. Most Intermediate Goals are concentrated to take effect in the later years, as the grade level standards, assessment, teacher practices and schools culture align and respond to improvement initiatives tracked and assessed by Rhode Island's SALT Accountability Process, In$ight Data, and our Learning Support Indicators. The Intermediate Goals provide time for school reform efforts to be fully implemented.

FIGURE 4

RHODE ISLAND'S INTERMEDIATE GOALS

	ELEMENTARY		MIDDLE		HIGH	
	ELA	**Math**	**ELA**	**Math**	**ELA**	**Math**
2014	**100**	**100**	**100**	**100**	**100**	**100**
2013	**96.1**	**93.7**	**94.5**	**91.1**	**93.6**	**90.8**
2012	**92.1**	**87.3**	**89.2**	**82.1**	**87.4**	**81.6**
2011	**88.1**	**80.9**	**83.9**	**73.1**	**81.2**	**72.4**
2008	**84.1**	**74.5**	**78.6**	**64.1**	**75.0**	**63.2**
2005	**80.1**	**68.1**	**73.3**	**55.1**	**68.8**	**54.0**
Baseline	**76.1**	**61.7**	**68.0**	**46.1**	**62.6**	**44.8**

Rhode Island has based our school improvement trajectory of annual measurable objectives and intermediate goals on the principles of change theory in organizations (Elmore, 2002; Cohen et al.; November 2000), and we have confirmed such an approach by our own theory-testing. Schools that

embrace new performance goals and focus their energies, for example, their improvement plans and professional development activities, on priority areas make more progress improving the performance of all of their students after three to five years of sustained efforts. Within our model of using three years of data, this is a conservative test of progress since there is not an emphasis on a single year of data.

Especially because Rhode Island has not tested students in language arts and mathematics at grades K-3, 5, 6, 9 and 11 and because we have not had grade level expectations as a part of our State frameworks, there is much work to be done to bring all staff to an understanding of how to align their curricula and their teaching strategies to these new expectations. This will occur over time and simultaneously with additional support being provided to all teachers in understanding how the new State and State-required assessments are related to their daily work. Recognizing that people are at different levels of acceptance, implementation and comfort with the needed changes required for improved performance for every student, our trajectory for more and sustained improvement in student performance after several years is realistic and consistent with how long it takes to truly implement change.

Cohen, D.K., Raudenbush, S., & Ball, D. (November 2000).
Resources, Instruction and Research. A working paper from the Center for Teaching Policy

Elmore, Richard F. (2002). Testing Trap.
Harvard Magazine, 105 (1), 35+.

THE ANNUAL MEASURABLE OBJECTIVES: Likewise, using Index Proficiency, Rhode Island will establish a system of annual measurable objectives which is the basis for making yearly determinations of Adequate Yearly Progress (AYP) using the NCLBA guidelines. The entire system of Intermediate Goals and Annual Measurable Objectives for Rhode Island is identified in Figure 5.

FIGURE 5

RHODE ISLAND'S ANNUAL MEASURABLE GOALS

	ELEMENTARY		MIDDLE		HIGH	
	ELA	**Math**	**ELA**	**Math**	**ELA**	**Math**
2013-2014	**100**	**100**	**100**	**100**	**100**	**100**
5th Intermediate Goal						
20112-2013	**96.1**	**93.7**	**94.5**	**91.1**	**93.6**	**90.8**
4th Intermediate Goal						
2011-2012	**92.1**	**87.3**	**89.2**	**82.1**	**87.4**	**81.6**
3rd Intermediate Goal						
2010-2011	**88.1**	**80.9**	**83.9**	**73.1**	**81.2**	**72.4**
2009-2010	**84.1**	**74.5**	**78.6**	**64.1**	**75.0**	**63.2**
2008-2009	**84.1**	**74.5**	**78.6**	**64.1**	**75.0**	**63.2**
2nd Intermediate Goal						
2007-2008	**84.1**	**74.5**	**78.6**	**64.1**	**75.0**	**63.2**
2006-2007	**80.1**	**68.1**	**73.3**	**55.1**	**68.8**	**54.0**
2005-2006	**80.1**	**68.1**	**73.3**	**55.1**	**68.8**	**54.0**
1st Intermediate Goal						
2004-2005	**80.1**	**68.1**	**73.3**	**55.1**	**68.8**	**54.0**
2003-2004	**76.1**	**61.7**	**68.0**	**46.1**	**62.6**	**44.8**
2002-2003	**76.1**	**61.7**	**68.0**	**46.1**	**62.6**	**44.8**
Baseline	**76.1**	**61.7**	**68.0**	**46.1**	**62.6**	**44.8**

The annual measurable objectives will utilize the same proficiency index score as the most recent Intermediate Goal. For example, the annual measurable objectives in 2003 and 2004 are the same as the baseline. Rhode Island's application of intermediate goals and annual measurable objectives is consistent with our theory of change. We anticipate that the strongest academic gains will take place in the latter end of the twelve-year timeline. The earlier years will recognize growth from lower levels of performance toward reaching proficiency. These low performing schools and districts will need time to adjust curriculum, improve teachers' knowledge base and instructional practices, and organize their resources to support all students. Trajectories illustrating this progression are found in Graphs 1 through 6 following this page. The charts compare the progression of the Index Proficiency with the Proficiency Rate that is calculated by counting the number of students who are proficient (Levels 4 and 5). Even though the trajectories are different, they are equivalent and each gets to the 100% rate by the year 2014.

Schools (and school districts) will be designated as high performing, moderately performing and low performing. In addition, each school and district that is low or moderately performing will be classified as improving or not improving, and districts that are high performing will be designated as sustaining or improving. This is comparable to terminology used in the last two cycles of school classifications in Rhode Island.

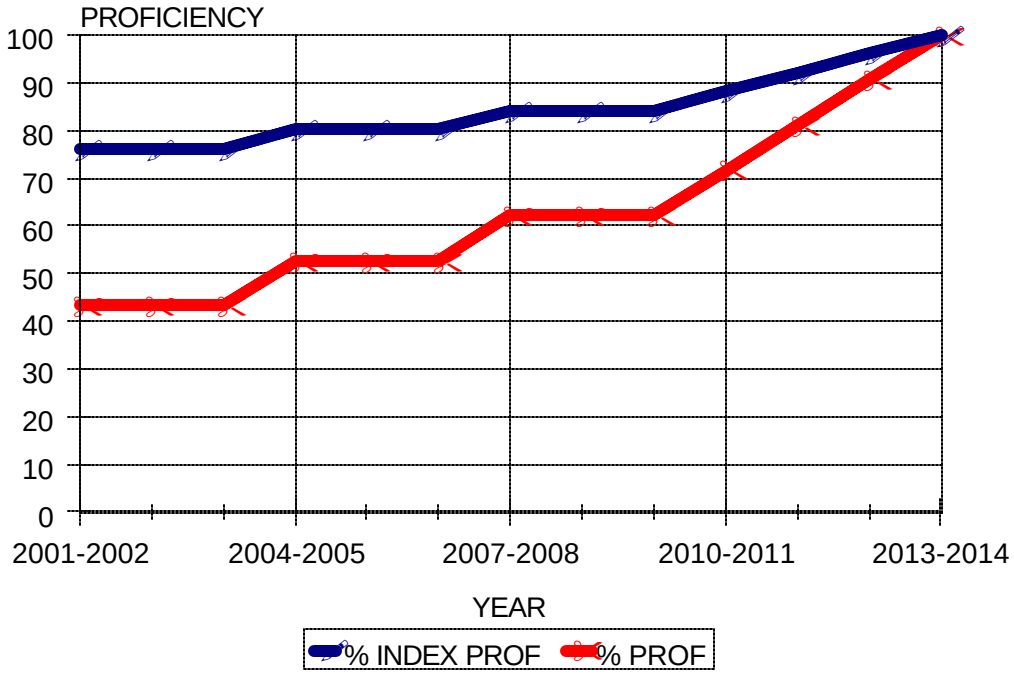
For the 2003 and future classifications of schools and districts, the formula for classification will have the following elements:

- Comparison of test score results against the official state first annual measurable objective in 2002-2003 and against the projected track of change in future years to reach 100 percent proficiency by 2013-2014.
- The same requirements of performance for disaggregated subgroups of the student population where the number of students reliably supports such an analysis.
- Separate analysis for English language arts performance and mathematics performance.
- A final check to determine if "annual measurable objectives" have been met for the graduation rate (high schools) or the attendance rate (elementary and middle schools).
- Proper participation rates is required by NCLBA.

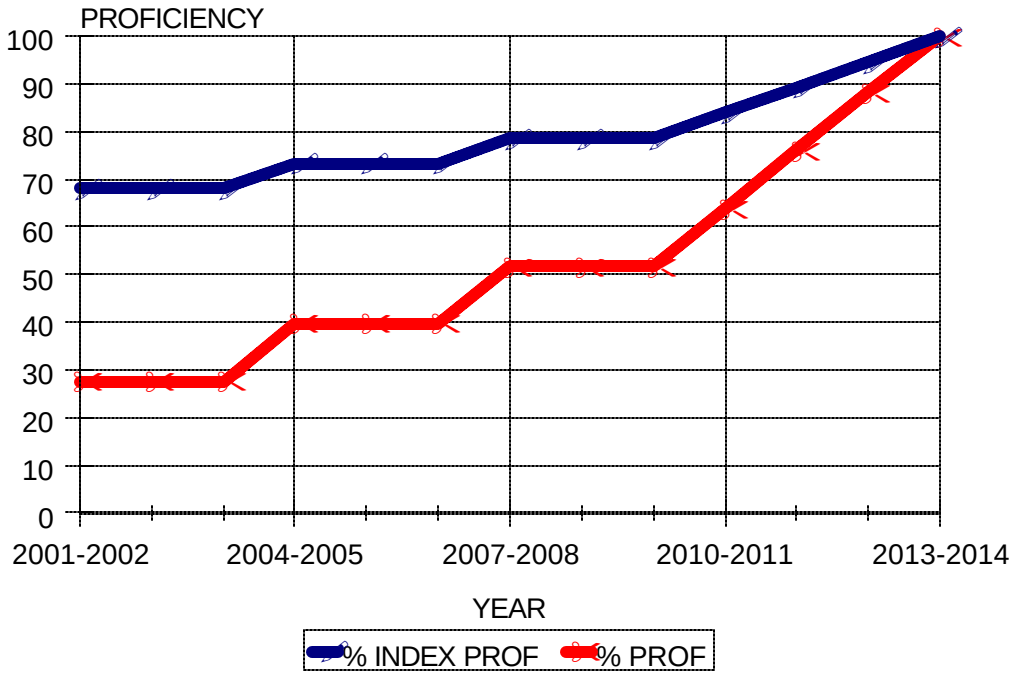
The Rhode Island system uses multiple years of data to evaluate schools. Thus, each year a school's performance is considered to be the average of the most recent three years of assessment data. For example, to test whether a school has met its 2003-2004 annual measurable objective, the analysis will combine test scores from 2002, 2003 and 2004 to compare against the statewide annual measurable objective for 2003-2004.

Experience with three year averaging has taught us that occasionally a school will show strong improvement in the current year that is diluted using a three-year average to the point where the improvement is completely obscured. Thus, the Rhode Island system will allow a second comparison option. If a current (single year) score would improve the classification of a low performing school, a single year will represent current data rather that a three-year average. This option can only be used by schools who would be low performing using a three-year average. Also, this option cannot be used for very small schools (less than 45 students at a tested grade).

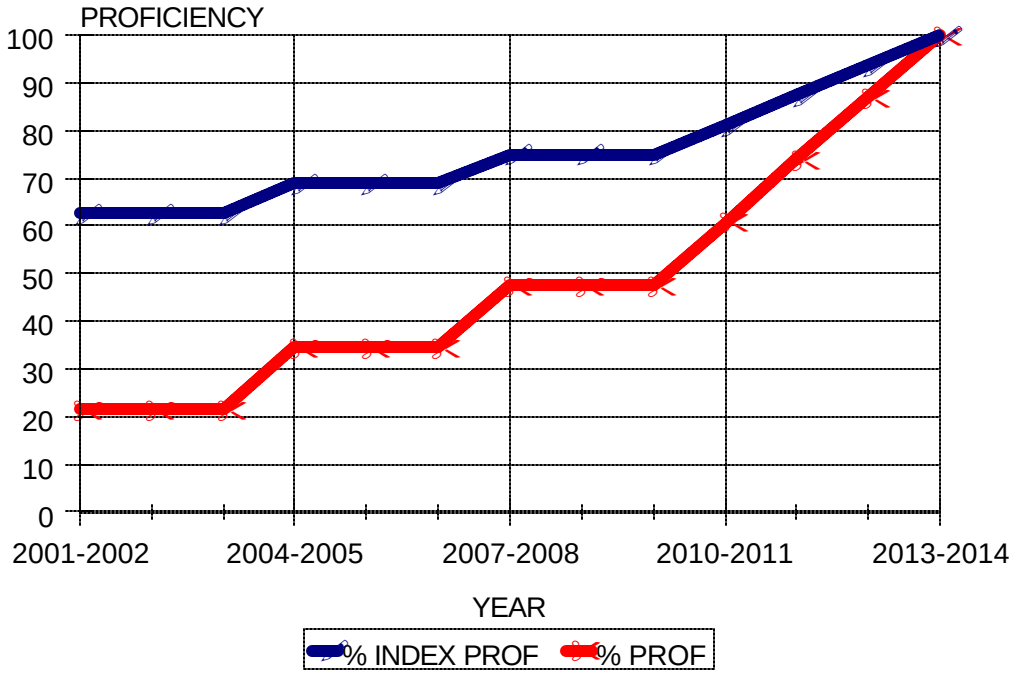
Graph 1: ELEMENTARY - ENGLISH LANGUAGE ARTS
INTERMEDIATE GOALS BY YEAR



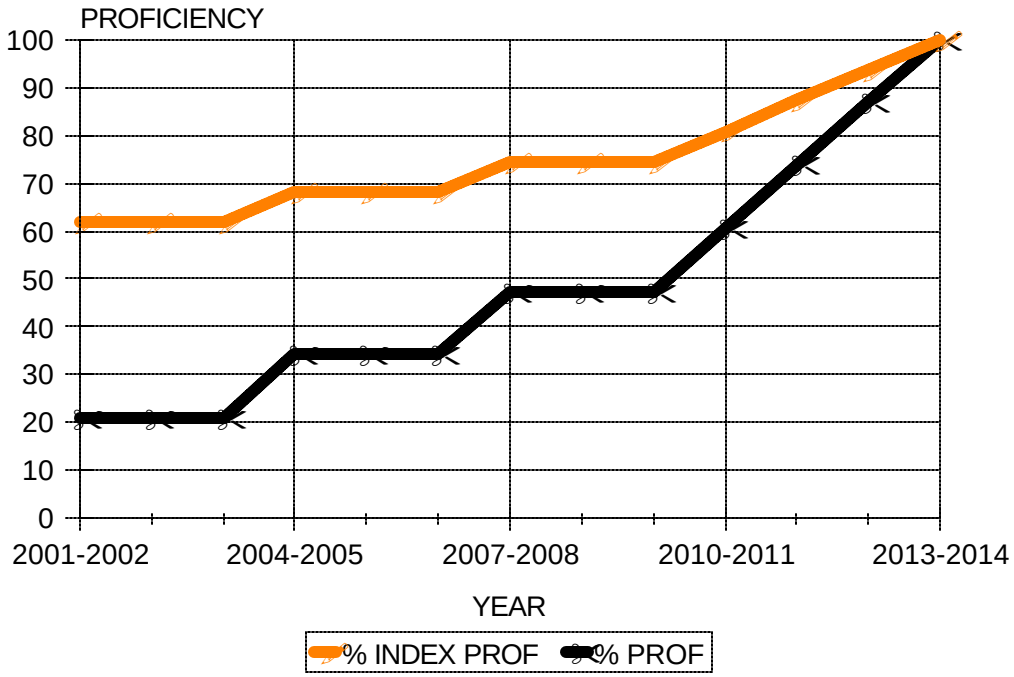
Graph 2: MIDDLE - ENGLISH LANGUAGE ARTS
INTERMEDIATE GOALS BY YEAR



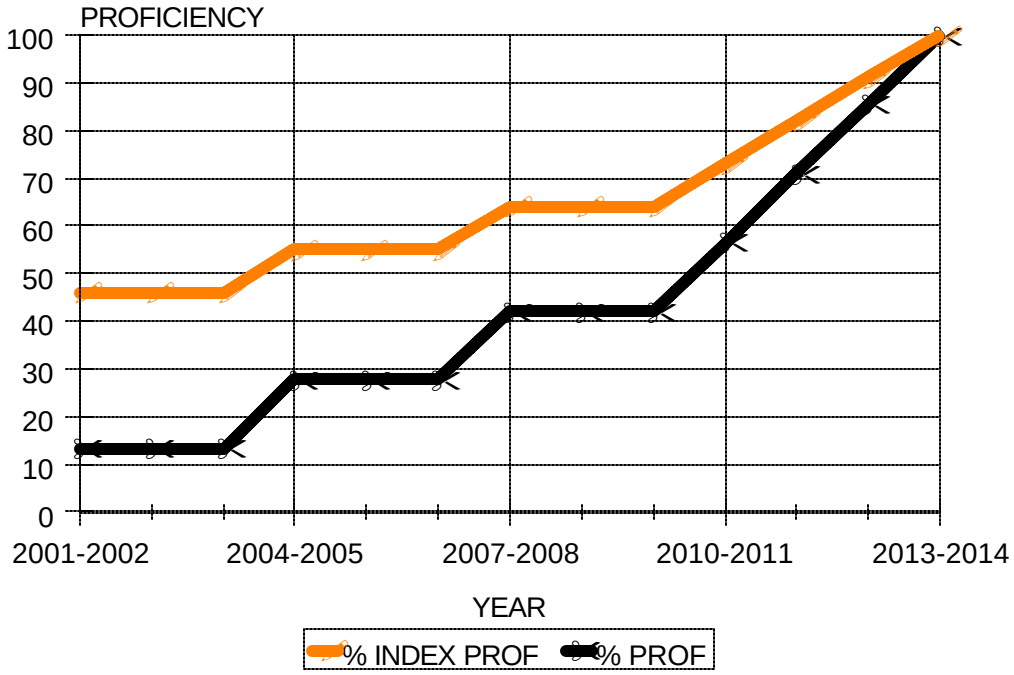
Graph 3: HIGH - ENGLISH LANGUAGE ARTS
INTERMEDIATE GOALS BY YEAR



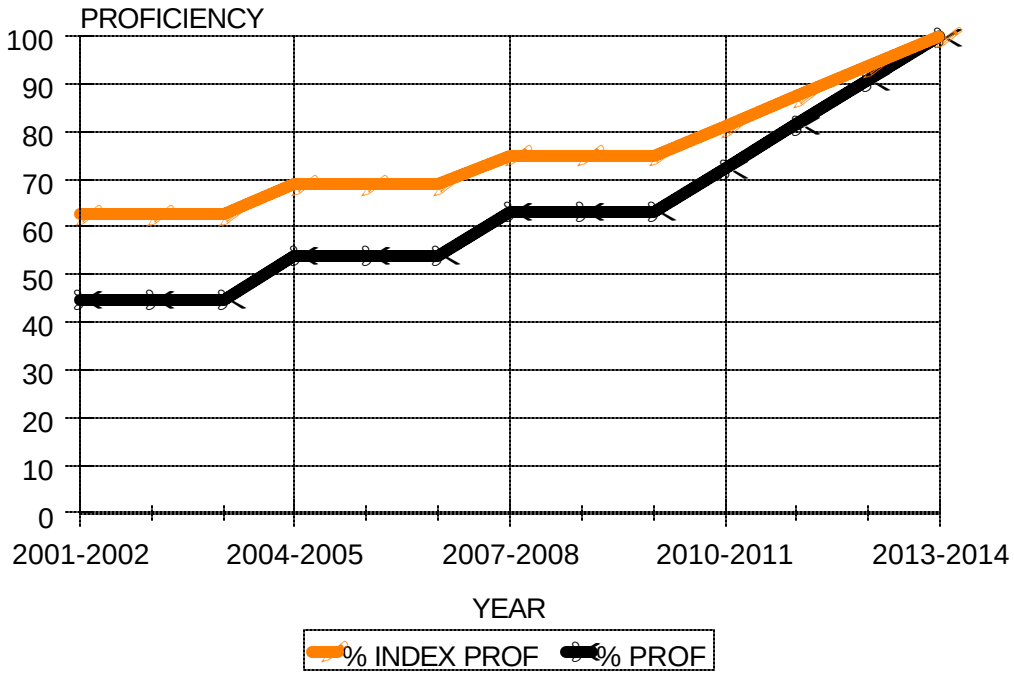
Graph 4: ELEMENTARY - MATHEMATICS
INTERMEDIATE GOALS BY YEAR



Graph 5: MIDDLE - MATHEMATICS
INTERMEDIATE GOALS BY YEAR



Graph 6: HIGH - MATHEMATICS
INTERMEDIATE GOALS BY YEAR



SAFE HARBOR PROVISIONS

Rhode Island uses a process for Safe Harbor review that is more stringent than the statutory definition. An entire school (or district) or any of the designated subgroups within the schools (or district) may fail to meet their Annual Measurable Objective (AMO). Such a school (or district) is considered to have failed "status review" and may be identified for improvement. However, the provisions of NCLBA give this schools (or district) and many others like it the opportunity for further review of their performance before a final decision is made on their status. The first of these reviews is Safe Harbor. Safe Harbor review is available for schools as well as districts. To benefit from this review the school or district must:

a) Have a graduation rate (high schools) or an attendance rate (elementary and middle schools) at or above the annual measurable objective or improving at an adequate rate of progress, and

b) Have an assessment participation rate of at least 95 percent.

Just as in status review, three years of aggregate data will be used and minimum N condition will be imposed for reliability purposes. If current year's data provides information more favorable to the school, then one year of data will be used instead of the three-year aggregated data. Aggregate data for 2000, 2001 and 2002 is used to set starting points for this year. Next year, aggregate data for 2001, 2002 and 2003 will be used if a three-year aggregate is required. This is just for Safe Harbor review only. The school will still be assigned its three-year aggregated data for historical purposes.

For a school to pass the third test of Safe Harbor review it must:

Decrease the percent of students who are not proficient by 10 percent. If in the prior year a district, school or subgroup has an Index Proficiency equal to P, then the Safe Harbor target score in the current year required by the group in order to meet Safe Harbor provisions is given by: $T=P+0.1*(100-P)$. Rhode Island, like many other states, uses an Index score to measure school and subgroup proficiency rates. There is no direct translation from the number of students required in the original Safe Harbor definition in the statute and the Index Proficiency score. Simulations using different models of Safe Harbor were carried-out before settling on our current method. Our aim has been to select a model that closely identifies schools and subgroups, which are identified by the definition of Safe Harbor in the statute and regulations. To illustrate that our method yields similar results to the definition in statute, we have applied both definitions to aggregate English language arts test data from 1999 to 2001 and to 2002. Out of a total of 111 schools identified by statute for meeting Safe Harbor provisions, 97 were identified by our procedure. That is an 87% success rate.

A final provision for further review of schools and districts, which have failed both status review and Safe Harbor review, is the appeal process. Schools and districts have 30 days from the date of notification to challenge their proposed placement due to data errors and statistical reasons.

3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?

The State Assessment Exams have a demographic component, in which each student provides his or her racial category, IEP status, LEP status and free and reduced lunch status. This enables us to determine the proficiency levels of each student subgroup. Because the State does not have individual student identifier, the denominator in calculating proficiency levels of subgroups is the number of students who self-identify themselves as belonging to that subgroup. Students who complete the demographic component but do not take the test are included in the denominator but not in the numerator for determining the participation rates and proficiency levels. We are thus able to calculate the proficiency levels and participation rates of disaggregated subgroups within the school or district. The accuracy of this process will be improved when we implement individual student identifier by 2004.

We have set the Annual Measurable Objective (AMO) for each subgroup, school and district to be the same for each grade and subject. Subgroups, schools and districts that fail to meet their AMO are subjected to Safe Harbor provisions before a final determination is made on their status. After Safe Harbor review, if a school or district meets its AMO but one of the subgroups within the school or district fail to meet its AMO, then the school or district has not met its AMO and is a subject for corrective action.

3.2a What is the State's starting point for calculating Adequate Yearly Progress?

All current data collected under the existing system will be used to develop baseline starting points for ELA and mathematics (see 3.2 table). Baselines for mathematics and ELA were created at the school level for elementary, middle and high schools. Rhode Island will continue to use a three-year averaging system to determine both actual performance and improvement. This method will be applied uniformly to all public schools, LEAs, and subgroups within the State. For the 2002 starting point, data from 2000, 2001, and 2002 will be used as the basis for establishing starting points for ELA and mathematics at the elementary, middle, and high school using the NCLB guidance regarding the setting of starting points, intermediate goals, and annual measurable objectives culminating in 100% proficiency in 2014. Safe Harbor provisions will be granted to any school or districts who decreases by 10% the percent of students who are not proficient on the Index Proficiency Score.

Rhode Island has identified six starting points for calculating AYP. The starting points are for each separate assessment (ELA/Math) and at three levels -- elementary, middle and high schools. In each case the baseline is the Index Proficiency of the school building which enrolls the student at the 20th percentile of Rhode Island's total enrollment. Limited English proficient students who were exempted from State testing for one year were not included in determining the baseline. The index is calculated by assigning a point value to each level of performance on the State assessment using the aggregated results of the 2000, 2001, 2002 State assessments (graphs 3.2a). All schools will have their aggregated results and disaggregated results compared to the annual measurable objectives for determinations of AYP.

NCLB STARTING POINT CALCULATION

Starting points are determined for the subjects English language arts and mathematics at grades 4, 8 and 10. For each grade and subject, we combine 3 years of New Standards data from 2000 to 2002. Subtests are also aggregated over the three-year interval to get cumulative results for the subject.

The proficiency index in each subject at a grade level is calculated by summing over three years and over all subtests the index value of all students and dividing that number by the grade level enrollments which are summed over three-years and over the subtests.

The schools are then ranked by grade and the proficiency index for each subject. We also calculate 20 percent of the total enrollment described above. The proficiency index of the school that is within the 20th percentile of enrollment is defined as the baseline or starting point of the grade level for that subject.

BASELINES

GRADE LEVEL	ELA/READING	MATH
Elementary	**76.1**	**61.7**
Middle	**68.0**	**46.1**
High	**62.6**	**44.8**

Examples of Evidence:

- "Making valid and reliable decisions in achieving Adequate Yearly Progress" developed by Council of Chief State School Officers
- NCLBA "Rules" for establishing baseline/starting points

3.2b What are the State's annual measurable objectives for determining adequate yearly progress?

Rhode Island has established its annual measurable objective based on the proficiency index using the assessment data from 2000, 2001, and 2002 school years. To make AYP, schools and student subgroups must meet the annual measurable objectives for that particular year or show improvement based on the "safe harbor" provisions. Rhode Island has established separate ELA and mathematics annual measurable objectives for three levels -- elementary, middle, and high schools that must meet the index proficiency at each intermediate goal. The ELA and mathematics annual measurable objectives will be applied to each school building and district, as well as to each subgroup at the school, district and state levels to determine AYP status.

RHODE ISLAND'S ANNUAL MEASURABLE GOALS

	ELEMENTARY		MIDDLE		HIGH	
	ELA	**Math**	**ELA**	**Math**	**ELA**	**Math**
2013-2014	**100**	**100**	**100**	**100**	**100**	**100**
5th Intermediate Goal						
20112-2013	**96.1**	**93.7**	**94.5**	**91.1**	**93.6**	**90.8**
4th Intermediate Goal						
2011-2012	**92.1**	**87.3**	**89.2**	**82.1**	**87.4**	**81.6**
3rd Intermediate Goal						
2010-2011	**88.1**	**80.9**	**83.9**	**73.1**	**81.2**	**72.4**
2009-2010	**84.1**	**74.5**	**78.6**	**64.1**	**75.0**	**63.2**
2008-2009	**84.1**	**74.5**	**78.6**	**64.1**	**75.0**	**63.2**
2nd Intermediate Goal						
2007-2008	**84.1**	**74.5**	**78.6**	**64.1**	**75.0**	**63.2**
2006-2007	**80.1**	**68.1**	**73.3**	**55.1**	**68.8**	**54.0**
2005-2006	**80.1**	**68.1**	**73.3**	**55.1**	**68.8**	**54.0**
1st Intermediate Goal						
2004-2005	**80.1**	**68.1**	**73.3**	**55.1**	**68.8**	**54.0**
2003-2004	**76.1**	**61.7**	**68.0**	**46.1**	**62.6**	**44.8**
2002-2003	**76.1**	**61.7**	**68.0**	**46.1**	**62.6**	**44.8**
Baseline	**76.1**	**61.7**	**68.0**	**46.1**	**62.6**	**44.8**

Examples of Evidence:

- 3.2 Table
- Baseline Tables and example of School Profiles for all schools and districts

3.2c What are the State's intermediate goals for determining Adequate Yearly Progress?

Rhode Island has established Five Intermediate Goals based on the Proficiency Index using the assessment data from 2000, 2001, and 2002 school years. The Intermediate Goals for elementary, middle and high school will increase in five equal increments over the 12-year timeline. The first Intermediate Goal will take effect in the 2004-2005 school year (see below). We anticipate that the strongest academic gains will be seen in later years, as the grade level expectations, assessments, teacher practices and school culture align and respond to improvement initiatives tracked and assessed by RI's SALT Accountability Process, In$ight Data, and our Learning Support Indicators. The Intermediate Goals provide time for school reform efforts to take hold. (see also 3.1)

SEQUENCE OF SIX INTERMEDIATE GOALS

	ELEMENTARY		MIDDLE		HIGH	
	ELA	**Math**	**ELA**	**Math**	**ELA**	**Math**
2014	**100**	**100**	**100**	**100**	**100**	**100**
2013	**96.1**	**93.7**	**94.5**	**91.1**	**93.6**	**90.8**
2012	**92.1**	**87.3**	**89.2**	**82.1**	**87.4**	**81.6**
2011	**88.1**	**80.9**	**83.9**	**73.1**	**81.2**	**72.4**
2008	**84.1**	**74.5**	**78.6**	**64.1**	**75.0**	**63.2**
2005	**80.1**	**68.1**	**73.3**	**55.1**	**68.8**	**54.0**
Baseline	**76.1**	**61.7**	**68.0**	**46.1**	**62.6**	**44.8**

Examples of Evidence:

- Learning Support Indicators Technical Assistance Bulletin
- In$ight Data
- SALT Accountability Process
- "Progressive Support and Intervention" (May 2000)

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?

State Assessments are offered annually to all students at grades 4, 8 and 10 in mathematics and English language arts. From the results of these tests, we determine the proficiency levels of all schools, districts, and disaggregated subgroups within schools and districts. Experience with three-year averaging has taught us that occasionally a school will show strong improvement in the current year that is diluted using a three-year average to the point where the improvement is completely obscured. Thus, the Rhode Island system will allow a second comparison option. If a current (single year) score would improve the classification of a low performing district or school (one that has not met its AYP target), the single year's results will represent the current data rather than the three-year average. The following table illustrates the difference between the three-year versus single year comparison.

IN YEAR	3-YEAR AGGREGATE	OR	1-YR OPTION
2002	**2000-2002**		**2002**
2003	**2001-2003**		**2003**
2004	**2002-2004**		**2004**

This option can only be used when the following conditions are met:

1. The district or school is low performing;
2. The minimum "n" size is met for the current year (n=45);
3. The historical data is maintained as a three-year average;
4. This option is taken during the 30-day appeal period;
5. The Safe-Harbor provision review has been conducted.

Examples of Evidence:

- **Annual State Assessment Data**

PRINCIPAL 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

5.1 How does the definition of Adequate Yearly Progress include all the required student subgroups?

The Rhode Island Accountability System has already included all of the NCLB required student sub-groups, disaggregated the achievement data for those groups and reported their progress in the report on schools and districts in *Information Works*! Annual Measurable Objectives (AMO) and intermediate goals have been set-up for schools, districts, the State and all disaggregated subgroups.

Under our Accountability System, every NCLB identified disaggregated group must have achieved the growth required in its AMO in order for the school and district to meet its AYP.

Examples of Evidence:

- October 1st Collection System
- Header Sheets (Demographic Sheets)
- Test Administration Manuals for Each Test
- Information Works! (www.infoworks.ride.uri.edu) Charts
- June Report Forms
- Limited English Proficient and Special Education Student Census
- *Information Works*! (www.infoworks.ride.uri.edu)
- RI Department of Education Website (www.ridoe.net)
- Statewide Disaggregations for 2002

5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of Adequate Yearly Progress?

The State Assessment Exams have a demographic component, in which each student provides his or her racial category, IEP status, LEP status and free-reduced lunch status. This enables us to determine the proficiency levels of each student subgroup. Because the State does not have individual student identifier, the denominator in calculating proficiency levels of subgroups is the number of students who self-identify themselves as belonging to that subgroup. Students who complete the demographic component but do not take the test are included in the denominator but not in the numerator for determining the participation rates and proficiency levels. We are thus able to calculate the proficiency levels and participation rates of disaggregated subgroups within the school or district. The accuracy of this process will be improved when we implement individual student identifier by 2004.

We have set the Annual Measurable Objective (AMO) for each subgroup, school and district to be same for each grade and subject. Subgroups, schools and districts that fail to meet their AMO are subjected to Safe Harbor provisions before a final determination is made of their status. After Safe Harbor review, if a school or district meets its AMO but one of the subgroups within the school or district fail to meet its AMO, then the school or district has not met its AMO and is a subject for corrective action.

Examples of Evidence:

- "School Performance Categories" Technical Assistance Bulletin (October 2002)
- *Information Works*! (www.infoworks.ride.uri.edu)
- Progressive Support and Intervention (May 2000) Technical Bulletin
- Statewide disaggregations for 2002

5.3 How are students with disabilities included in the State's definition of Adequate Yearly Progress?

All students with disabilities participate fully in the Statewide Assessments with or without accommodations or they are tested using the Alternate Assessment System if they meet the eligibility criteria. Less than 1% of all students are eligible to participate in the Alternate Assessment System. Thus, all students with special needs are included in the State accountability system.

Assuming a universal identifier system is in place (2004) we will assign test results of students who have exited special education, (those students who carry an Individualized Education Plan) to this subgroup for purposes of disaggregation in determining AYP for that group. Students who receive section 504 services are not included in determining IEP disaggregations. The assignment of exited students to the special needs disaggregated group is for that year only and not for subsequent years. The introduction of a universal identifier system will ensure even greater accuracy in Rhode Island's ability to account for all students.

Examples of Evidence

- "Testing Guidelines for Rhode Island's State Assessment Program" pp. 2&4 and Appendix B
- Special Education Regulations
- Individualized Education Program Guidebook
- Alternate Assessment Manual

5.4 How are students with limited English proficiency included in the State's definition of Adequate Yearly Progress?

Rhode Island mandates the assessment of all students including students who have limited English language abilities. Rhode Island has adopted the definition of a Limited English Proficient student in Title IX of NCLB, Part A Definitions, Section 9101. A limited English proficient student is defined as a student who is enrolled or preparing to enroll in an elementary or secondary school; who was not born in the United States or whose native language is a language other than English; who is a Native American or Alaska Native, or a native resident of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties is speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State's proficient level of achievement on State assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society. Students who are learning English are assessed in the New Standards Reference Examination in English Language Arts and Mathematics, with accommodations as needed, just like those who do not receive Limited English Proficient (LEP) services. And, they are assessed in their English language proficiency at all grade levels - K through 12.

Rhode Island selected the Maculatis II (MAC II) as its statewide measure of English language aquisition for all students in Kindergarten through grade 12 enrolled in ESL or bilingual programs. It was administered for the first time in Spring 2003. The results of this assessment will be used to monitor the growth of all English language learners statewide. Schools and districts will establish AYP targets for their students on this exam. The second use of the test is to set statewide standards that establish the English proficiency levels. The standard setting process for the MAC II will be conducted in the summer of 2003. Students who receive LEP services, like all other students, take the New Standard Reference Examination in English Language Arts and Mathematics for Accountability purposes. In addition to this, LEP students take the MAC II for the reasons stated above.

Rhode Island is developing English language proficiency standards in partnership with the New England Compact. This process will begin in May of 2003 and will be finalized by the Summer. Rhode Island will ensure that there is alignment between its newly developed English language proficiency standards and the MAC II. Finally, Rhode Island also plans to develop an Alternate Assessment model in English language arts and mathematics for English language learner students that measures content standards measured by the regular State assessments. This assessment will be aligned with Rhode Island's grade level expectations in mathematics and English language arts.

Assuming a universal identifier system is in place (2004) we will assign the test results of students who have exited LEP services to this subgroup for purposes of disaggregation in determining AYP for that group. The assignment of exited students to the LEP disaggregated group is for that year only and not for subsequent years. The introduction of a universal student identifier system will ensure even greater accuracy in Rhode Island's ability to account for all students.

Examples of Evidence:

- "Testing guidelines for Rhode Island's State Assessment Program," pg. 3 and Appendix B

5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?

The process of identifying schools meeting their annual goals, and the resulting sanctions associated with such decisions is full of pitfalls that can lead to spurious conclusions and render the entire accountability system meaningless. These decisions are thus subject to standard statistical evaluations. Variations in school proficiency rates can be attributed to actual improvement over time, as well as to measurement and sampling errors. While it is not possible to eliminate the errors completely, we can at a minimum measure the effects of the errors and take that into consideration in our decision-making process. Several studies [1,2,3] have shown that measurement and sampling errors can be counted for by the standard error associated with the school proficiency rate. These studies and our own analyses indicate that variation of the standard error with N is small for similar size schools if a minimum value of N is selected. The schools at elementary, middle and high levels meet this condition and it makes sense to attach a common standard error for each school or subgroup.

Hypothesis testing is the tool we choose to determine whether a school or subgroup has met its Annual Measurable Objective (AMO). Type I Errors - wrongly identifying schools for expensive corrective measures when the schools have actually met their annual measurable goals, and Type II Errors - failing to identify low performing schools for corrective measures are the two errors we encounter here. Marion and others [2] have offered a method to overcome these and we have adopted their approach here. We have subjected our system to the process described below to minimize these errors and improve its reliability and validity.

A school with N students within a population of mean, p, has an accompanying standard error, z, given:

$$z=(s/N)^{1/2}=(p(1-p)/N)^{1/2} \qquad \text{1}$$

Using a two-tail z-statistic at 95% confidence level, we have determined the variation of standard errors with N for different subgroups, grades and subjects. The errors decrease as N increases, thereby increasing the reliability of our decisions. However, for large values of N, the number of schools included in our accountability system decreases, thereby decreasing the validity of the system. Students with IEPs produce the highest standard error at about 2% points in proficiency level when N=45. For other subgroups, comparable errors are obtained at lower values of N. However, we have decided to use one value of N in all groups, subjects and grades. We find this single value of N to be simple and easier to explain to our constituents. We compromise on these competing variables by selecting N=45.

To further address this, we have also aggregated data over a three-year period to increase the value of N. Due to the small size of our state, one and two year data results in a significant number of schools being excluded from our system. No accountability decision will be made on any school or subgroup unless its population is 45. The value of N=10 will continue to be used for reporting purposes. All new tests will be subjected to similar analyses to determine the minimum value of N that will yield a corresponding standard error of about 2% points or less.

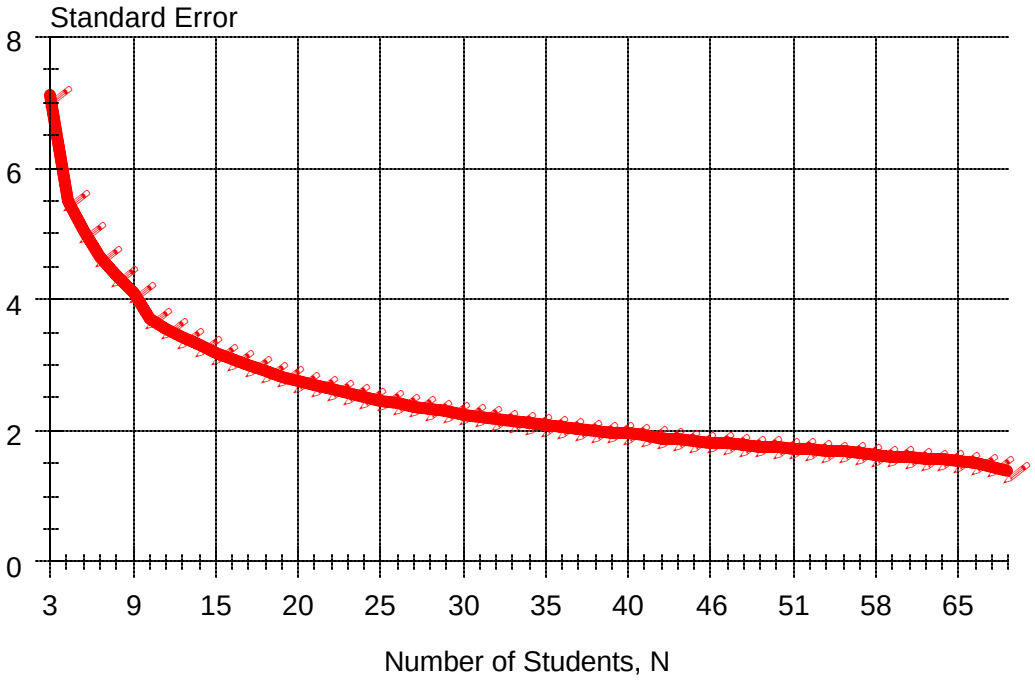
How is Equation 1 applied to schools? The three-year enrollments of our schools vary from 5 to 764. If p in Equation 1 is the school mean score instead of the population mean, then school level variances do not depend upon the size of the school 1. Arguably, our schools are not similar in size and placing all of them in one group penalizes those with high populations (low standard errors) and rewarding those with low populations (high standard errors). To minimize these effects, we have divided the schools into different groups based on their sizes. The groups for elementary grade level are shown below.

GROUP #	POPULATION
1	45-100
2	101-150
3	151-200
4	201-250
5	251-300
6	301-350
7	351-400
8	401+

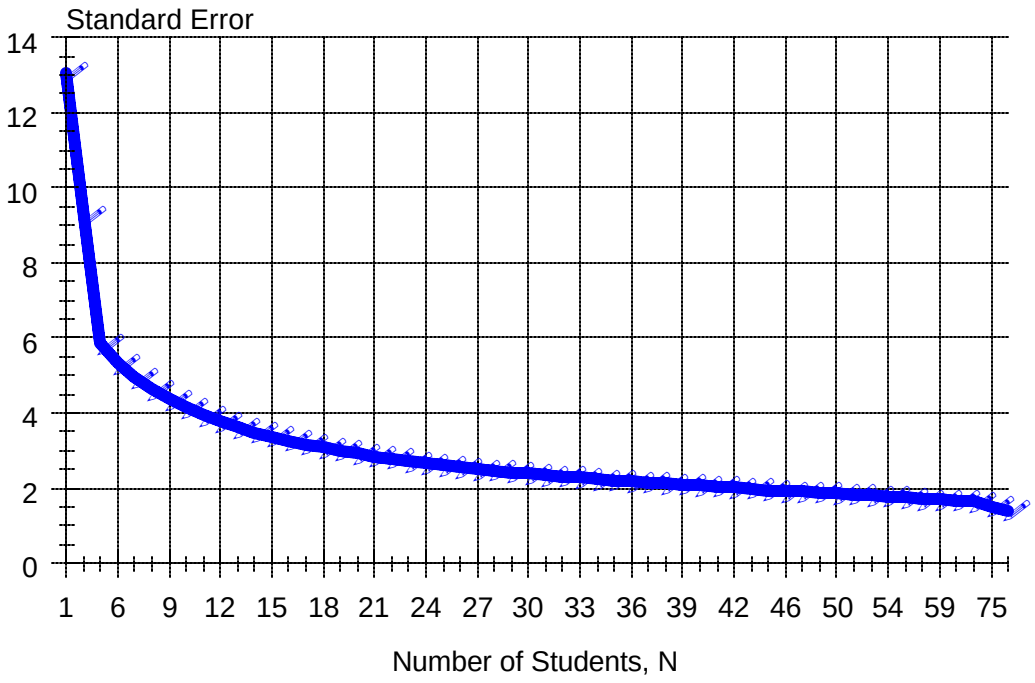
If schools are grouped based on population, the variances from one group to the other is the most importance variable from one group to the other. In determining the reliability of our assessment measurements, we have evaluated the Index Proficiency scores of all schools in English language arts and mathematics at the elementary, middle and high school levels. The schools within each of the three levels are then divided into different groups based on their sizes. A school in a specified group has a standard error associated with the Index Proficiency score, which is defined as the square root of the group variance divided by the number of students in the school. The result is multiplied by a factor of 1.96 to convert the degree of confidence to 95% using a two-tail z-statistic. Using this approach at grade 4, all schools in our accountability system have standard errors less than 0.5% points. The standard errors for each school are doubled if we placed all the schools at a grade level into one group. The population variations of subgroups are not as dramatic as the school level. As a result of this, we have placed all schools at each grade level in a single group in determining the standard errors of the subgroups. Graphs 7 and 8 below show the variation of the standard error of the Proficiency Index with N for students with IEPs.

Graph 7: VARIATION OF STANDARD ERROR WITH N FOR IEP STUDENTS

GRADE 4 ELA



Graph 8: VARIATION OF STANDARD ERROR WITH N FOR IEP STUDENTS
GRADE 4 MATH



We have also carried out analysis on the effect of N=45 on student participation in our accountability system. The three charts below show the percent of the disaggregated subgroups who are included in the system when N=45. At the State level, every student is accounted for and we have 100 in each cell. At the school level, there are many schools in which the population of the disaggregated subgroups fall below 45. This explains why the participation rates at the school level are much lower. There is considerable improvement in participation rates at the district level.

SCHOOL LEVEL ANALYSIS

ELA ANALYSIS

GRADE	ALL GROUPS	LUNCH	AMERICAN INDIAN	ASIAN	BLACK	HISPANIC	WHITE
4	100	85	0	10	49	79	98
8	100	96	21	49	82	85	99
10	100	90	31	48	76	85	100

MATH ANALYSIS

GRADE	ALL GROUPS	LUNCH	AMERICAN INDIAN	ASIAN	BLACK	HISPANIC	WHITE
4	100	82	0	10	44	80	98
8	100	96	5	52	80	87	100
10	100	91	12	50	72	80	99

DISTRICT LEVEL ANALYSIS

ELA ANALYSIS

GRADE	ALL GROUPS	LUNCH	AMERICAN INDIAN	ASIAN	BLACK	HISPANIC	WHITE
4	100	99	59	69	88	94	100
8	100	98	60	69	91	92	100
10	100	96	54	67	85	90	100

MATH ANALYSIS

	ALL GROUPS	LUNCH	AMERICAN INDIAN	ASIAN	BLACK	HISPANIC	WHITE
4	100	99	42	68	89	95	100
8	100	98	55	66	89	91	100
10	100	97	50	68	86	88	100

STATE LEVEL ANALYSIS

ELA ANALYSIS

GRADE	ALL GROUPS	LUNCH	AMERICAN INDIAN	ASIAN	BLACK	HISPANIC	WHITE
4	100	100	100	100	100	100	100
8	100	100	100	100	100	100	100
10	100	100	100	100	100	100	100

MATH ANALYSIS

GRADE	ALL GROUPS	LUNCH	AMERICAN INDIAN	ASIAN	BLACK	HISPANIC	WHITE
4	100	100	100	100	100	100	100
8	100	100	100	100	100	100	100
10	100	100	100	100	100	100	100

RHODE ISLAND'S MINIMUM -N SIZE

Reporting	AYP	Participation
10	**45**	**45**

Schools With Population Less Than Minimum N=45.

Studies [1,2], including our own analysis have shown that school level variances of student proficiency rates do not depend upon the size of the school. However, if schools are grouped based on population, then the school level proficiency variances from one group to the other become distinctively different. In determining the reliability of our assessment measurements, we have evaluated the Index Proficiency scores of all schools and subgroups in English Language Arts and Mathematics at the Elementary, Middle and High School levels. The schools within each of the three levels are then divided into different groups

based on their sizes. A school in a specified group has a standard error associated with the Index Proficiency score, which is defined as the square root of the group variance divided by the number of students in the school. The result is multiplied by a factor of 1.96 to convert the degree of confidence to 95% using a two-tail z-statistic. If all the schools with varying populations are placed in one group, we find that the standard error for each school is doubled. Thus, AYP decisions made with the grouping of schools based on size are found to be more reliable.

Using a process similar to the one described above, we have defined our minimum N to be 45. One of the main reasons for the choice of 45 is that the resulting standard error is less than the expected growth targets in student performances over time. This enables us to make AYP decisions involving student proficiency levels with a certain degree of confidence (95%).

Rhode Island has a few schools with population less than 45. For these schools, the process described above will lead to large standard errors since the standard error is inversely proportional to the square root of N. These schools with small populations are not in sufficient numbers to constitute a group by themselves. To obtain comparable error bands for these schools, student level records within each school will be used to calculate the associated standard error for that school. The standard error, then, is the square root of the variance of the individual student scores within the school divided by the number of students in the school. This does not take into consideration the scores of other schools with similar populations and the results need to be interpreted very carefully. Even though the corresponding standard errors are relatively larger, they are still less than the annual growth expected from the school in order for the school to meet its Annual Measurable Objective (AMO). Thus, actual growth can be distinguished from measurement and sampling errors.

Thus, all schools, even those with a population of less than 45, will be included in our Accountability system; the manner in which we measure the reliability of our decisions depends on the size of the school.

References:

1. Richard, Hill (2000) The Reliability of California's API, The National Center for the Improvement of Educational Assessment.

2. Marion, S.F., White, C., Carlson, D., Erpenbach, W.J., Rabinowitz, S., Sheinker, J. (2002) making valid and reliable decisions in the determination of Adequate Yearly Progress: A pater in the series: Implementing The State Accountability System Requirements Under the No Child Left Behind Act of 2001. Washington, D.C.: Council of Chief State Schools Officers.

3. Robert, Lee (2003) Massachusetts Department of Education, Personal Communication.

4. Richard, Hill (2002) Determining the Reliability of School Scores, The National Center for the Improvement of Educational Assessment.

Examples of Evidence:

- ASR-CAS Joint Study Group on Adequate Yearly Progress: *Making Valid and Reliable Decisions in Determining Adequate Yearly Progress (2002)*, Prepared for the Council of Chief State School Officers with support from the U.S. Department of Education, Washington, D.C.
- Blischke, W R. and Muphy, D.N. P (2000). *Reliability: Modeling, Prediction and Optimization*, Wiley, New York.

5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?

The Rhode Island Accountability System does not reveal personally identifiable information in any public reports. Our policy does not permit us to report student results in groups of less than ten so as to not create a situation in which an individual student can be identified from context. (See also 5.5)

Examples of Evidence:

- *Information Works*! (www.infoworks.ride.uri.edu) User's Guide in beginning of document

PRINCIPLE 6. State definition of AYP is based primarily on the State's academic assessments.

6.1 How is the State's definition of Adequate Yearly Progress based primarily on academic assessments?

Rhode Island's existing State Assessment Program (RISAP) is implemented statewide and legislatively mandated through Article 31. It is conducted annually, assessing students at grades 4, 8 and 10 in reading, writing and mathematics using the *New Standards* Reference Examinations; and at grades 3, 7 and 11 in writing using a state-developed process writing assessment." The *New Standards* Reference Examinations provide scores for both basic skills and higher order thinking, aligned to our State frameworks in mathematics and in language arts (both reading and writing).

To meet the State assessment system requirements of No Child Left Behind, a number of changes, adaptations and additions will be required in RISAP. As these are implemented, beginning this Spring (2002) and continuing over the next several years, many technical details will be addressed so that assessment results will continue to reflect the improved teaching and learning which is occurring in Rhode Island's schools. Some adjustments in trend lines (i.e., baselines, starting points, goals, objectives, AYP) may be required, however, given the changes and additions to RISAP. Nevertheless, such changes will be in keeping with our Index Proficiency system, which includes the design of our Intermediate Goals, Annual Measurable Objectives and determinations of Adequate Yearly Progress, as explained elsewhere in this Technical Bulletin.

Language Arts and Mathematics
Through Rhode Island's partnership in the New England Compact, work on grade level standards and student expectations for grades 3-8 will be completed for language arts and mathematics by May 2003. District Standards Teams meet with stakeholders beginning in June 2003, to align curriculum and instruction. Over the Summer, the high school grade of focus for State assessment will be determined and teams will work to extend the grade level standards and student expectations for language arts and mathematics into the high school grades.

In Summer and Fall 2003, an assessment blueprint in each content area will be created based on the grade level student expectations grades 3-8 and high school. Each blueprint will align with grade level standards, establish priority expectations across grade levels, and delineate how frequently and to what extent the other expectations will be measured. The blueprints will also incorporate universal design concepts, define the balance between selected-response and constructed response items, and provide linkages with the content and cognitive complexity expectations that have been embedded in the *New Standards* Reference Examinations. Such an approach embraces the requirements of No Child Left Behind to assess higher order thinking as well as basic skills while also providing for a logical and a technically feasible transition from the *New Standards* exams to the new grade level assessments.

By late Fall 2003 and continuing into 2004, the first cycle of item development will occur in accordance with the stipulations of the relevant assessment blueprint. The development process will incorporate classroom tryouts to provide information to item writers about item clarity, purpose (does the item measure what it was written to measure), and accessibility for all students (universal design). Bias reviews will precede more formal field testing. Because of the volume of field testing required at all grades, items will be embedded and spiraled in the existing State assessments each year. As test forms are created, they will undergo alignment analyses to ensure that each form in each content area meets the requirements of the blueprint.

Assessment data from 2004 and 2005 on existing and field-tested items will be used to help inform the initial standard setting and equating processes for the newly developed test forms. Some targeted field-testing will also need to be done in grades not yet a part of the State Assessment Program through 2005, to assist with vertical linking. This timeline will ensure that new language arts and mathematics assessments will be ready for full implementation in Spring 2006.

Informed by initial field testing in Spring 2004, the next cycle of item development will occur and the entire development process will be replicated. Since all grades will be tested each year in both language arts and mathematics, new items and test forms will be required annually. Thus, item development and the entire development process will be ongoing in annual cycles.

Rhode Island's blueprints will designate certain grade levels as benchmarks requiring extensive on-demand State testing (for example, grades 4 and 8). The other grade levels (for example, grades 3, 5, 6 and 7) would have less extensive on-demand testing coupled with required periodic classroom-embedded tasks, the results of which will be submitted by districts to the State for incorporation with each school's on-demand results. Two approaches to scoring are currently being considered: 1) "Read-behinds" of randomly selected tests/tasks for a designated percentage of student responses would provide information about the reliability of classroom scoring; or, 2) Cross-school or cross-district scoring teams could be convened periodically throughout the year to score the classroom-embedded tasks. This multiple assessment approach makes it possible to measure a broader array of standards and expectations, thereby increasing the validity of judgments made about the degree of language arts or mathematics achievement in schools.

The Rhode Island Writing Assessment at grades 3, 7 and 11 will continue at those grades until Spring 2006, when the new language arts components take effect encompassing both reading and writing at all grades 3-8 and one grade in high school.

Assessment in the Early Grades

To establish a comprehensive system that includes every public school in the State, additional classroom-embedded State assessments in language arts and mathematics will be implemented, beginning in 2003-2004, for schools serving only one or more of the early grades - Kindergarten, 1, 2 and 3. These schools currently do not participate in the reading and mathematics portions of RISAP because they do not have 4th grades.

The Phonological Awareness Literacy Screening (PALS) and Developmental Reading Assessment (DRA) assessments will be implemented at each of these grades in these schools for reading. PALS and DRA will provide screening, on-going monitoring and summative evaluations of progress. Teachers record the PALS assessment observations as they occur, using Palm Pilot technology. These results are then uploaded to the district and to the State to be summarized and reported.

The State has a process underway to select appropriate mathematics assessments/tasks for grades K-3, also to be implemented for the first time in 2003-2004. For writing in the K-2 schools, a decision will be made in this Spring whether to develop assessments or select from those already published. Two approaches to scoring are currently being considered for mathematics and for writing: 1) "Read-behinds" of randomly selected tests/tasks for a designated percentage of student responses would provide information about the reliability of classroom scoring; or, 2) Cross-school or cross-district scoring teams could be convened periodically throughout the year to score the classroom-embedded tasks. The results of these classroom assessments will also be submitted by districts to the State for incorporation with each school's DRA results.

Science Assessment
In preparation for the Spring 2008 implementation of science assessments at one grade each in span of grades 3-5, 6-8, and 9-12, work will begin in Fall 2003 with a committee of science practitioners to revisit/ revise Rhode Island's science standards and to create grade level or grade span expectations. By Spring 2005, grades in which assessment will occur will have been selected and student expectations written. An assessment blueprint will be developed in Summer 2005 to guide the item development for these on-demand assessments in the three selected grades. The blueprint will also incorporate universal design concepts, define the balance between selected-response and constructed response items, define the number and extent of "hands-on" assessment circumstances/stations/labs, and address content and cognitive complexity for different types of items. Test development tasks, as enumerated for language arts and mathematics above, will then be carried out so that science assessments are ready for full implementation in Spring 2008. As with language arts and mathematics, item development and the entire development process will be ongoing in annual cycles.

Alternate Assessment
Rhode Island's Alternate Assessment for the less than 1% of special needs students who are not able to take the regular State assessments even with accommodations has been fully implemented since Spring 2002. The portfolio scores, reported according to the same proficiency labels as the regular State assessments, are included in the calculations of school performance levels and of improvement. A formal standard-setting process is planned. Due to the number of new teachers working with this population each year, orientation to and professional development about the nature of this portfolio assessment is also required annually.

Assessment of English Language Learners
For English language learners, Spring 2003 is the first full implementation of the Maculaitis II English language proficiency exam in Rhode Island. This annual assessment of all English language learners receiving services measures the progress of these students' acquisition of English over time in the areas of reading, writing, listening and speaking. A reading comprehension score is also provided.

"Read-behinds" of randomly selected tests for 20 percent of the students to the speaking and writing portions of the MAC II provides information about the reliability of classroom scoring. When reliability is below .7 for a particular teacher, all of the speaking (or writing) scores for that person will be rescored and that teacher will be required to participate in additional training. Due to the number of new teachers working with this population each year, orientation to and professional development about how to administer this assessment is also required annually.

Rhode Island intends to seek funding to support the development and implementation of a portfolio system, which will assess student progress in acquiring reading, writing and mathematics content as English language learners are acquiring English during their first three years in the United States. Until such time as such a system is in place at all tested grades for students in their first three-years of English language acquisition, these students will participate in the regular State assessments to the extent possible.

RISAP currently provides and will continue to provide mathematics assessments in Spanish for those who are literate in Spanish and/or are receiving bilingual content instruction in Spanish. Bilingual instruction only occurs in Spanish in Rhode Island and only in a few schools in Providence. The vast majority of Rhode Island's English language learners are not literate in their native languages and receive English as a Second Language rather than bilingual instruction, so translated assessments are not appropriate. Because of the small number of students literate in languages other than English and Spanish, it is cost-prohibitive in Rhode Island to provide translations of assessments into additional languages.

THE NEW ENGLAND COMPACT, A FOUR-STATE CONSORTIUM TO ENHANCE THE QUALITY OF THEIR STATE ASSESSMENT SYSTEMS

This project grows out of an existing collaboration formed by the Commissioners of Education of four states, Maine, New Hampshire, Rhode Island, and Vermont. These states have been working together since Fall 2001 to discuss and address the changes to their State Accountability Systems under the No Child Left Behind Act (NCLB). During 2001-2002, the informal collaboration was formalized to become the New England Compact. This Compact proposes to leverage the power of its shared commitment to maintaining challenging standards and the important role that local practitioners play in helping to design a State Assessment System, and human resources of the four States in order to improve the achievement of all students through the development of comprehensive academic assessment instruments, particularly technology-based assessments that are designed to meet the needs of students with disabilities, limited English proficient students and other students who are at-risk. This proposal goes beyond the requirements for the assessments described in Section 1111(b)(3) of Title I, Part A of the NCLB Act in the following ways.

First, the States will create common, priority standards from which they will create a test blueprint. The States will then be able to compare progress across the States and combine resources to develop highest quality assessments. Second, the State will conduct a series of design experiments that focus on the impact of computer-based testing and accommodations on the validity of test scores for students with and without special needs, resulting in the development of exemplars for further development. Teachers will participate in the design process. Third, a group of teachers will be trained to provide professional development to teachers in their states on how to create and use assessments that are aligned to the State's standards and that use the same accommodations, design and alternatives for students with disabilities, limited English proficient students, and students who are at risk of academic failure.

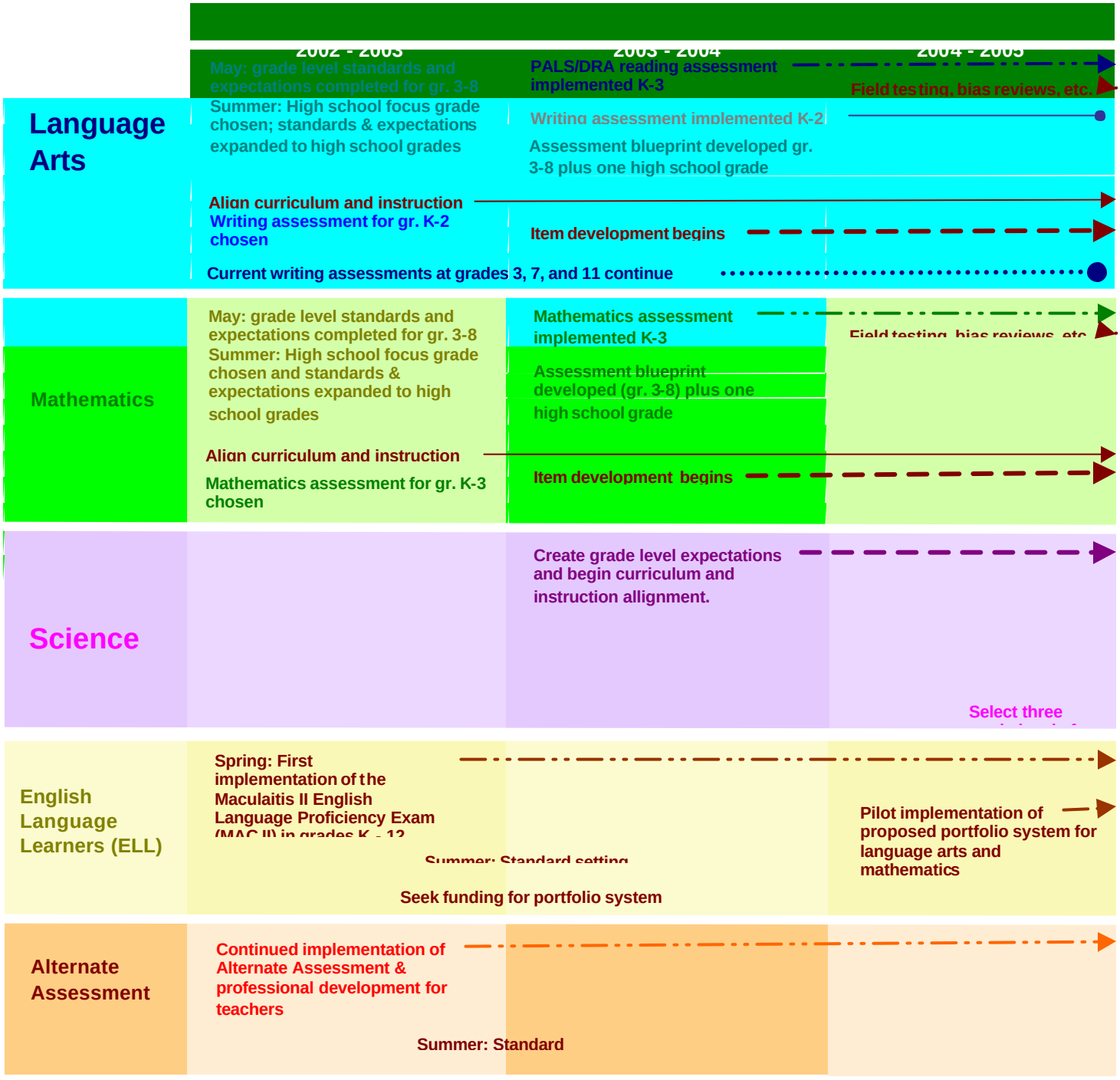
There are six broad goals:

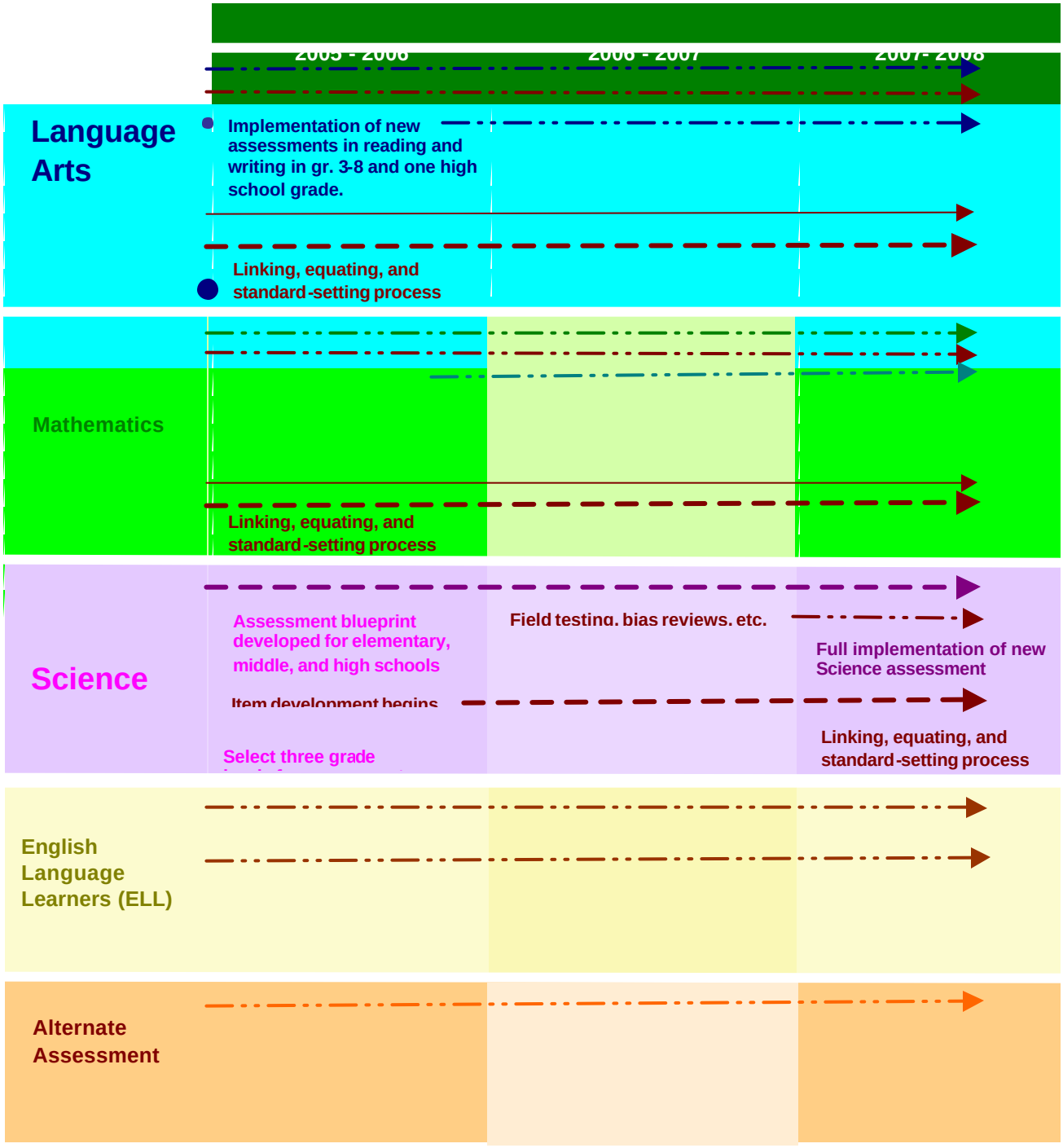
Goal 1 - The Compact will establish a set of common, priority standards termed "common expectations" in English/language arts and mathematics in grades 3-8 and high school.

Goal 2 - The Compact will create a test blueprint, based on the common expectations that will be used to cooperatively develop grade-level assessments in reading and mathematics that reflect the developmental issues of young children, the learning differences among all children, and the special needs of students with disabilities and limited English proficient students.

Goal 3 - The Compact will develop and validate up to four assessments that are based on the common expectations and are designed to accurately measure academic content and skills achievement by limited English proficient students and students with disabilities.

Goal 4 - The Compact will build the capacity of teachers within the Compact States to engage in effective classroom assessment and uses of assessment data from both


2002 - 2003
2003 - 2004
2004 - 2005
Language Arts
May: grade level standards and expectations completed for gr. 3-8
Summer: High school focus grade chosen; standards & expectations expanded to high school grades
PALS/DRA reading assessment implemented K-3
Field testing, bias reviews, etc.
Writing assessment implemented K-2
Assessment blueprint developed gr. 3-8 plus one high school grade
Align curriculum and instruction
Writing assessment for gr. K-2 chosen
Item development begins
Current writing assessments at grades 3, 7, and 11 continue
Mathematics
May: grade level standards and expectations completed for gr. 3-8
Summer: High school focus grade chosen and standards & expectations expanded to high school grades
Mathematics assessment implemented K-3
Assessment blueprint developed (gr. 3-8) plus one high school grade
Align curriculum and instruction
Mathematics assessment for gr. K-3 chosen
Item development begins
Science
Create grade level expectations and begin curriculum and instruction allignment.
Select three
English Language Learners (ELL)
Spring: First implementation of the Maculaitis II English Language Proficiency Exam
Summer: Standard setting
Seek funding for portfolio system
Pilot implementation of proposed portfolio system for language arts and mathematics
Alternate Assessment
Continued implementation of Alternate Assessment & professional development for teachers
Summer: Standard


2005 - 2006
2006 - 2007
2007- 2008
Language Arts
Implementation of new assessments in reading and writing in gr. 3-8 and one high school grade.
Linking, equating, and standard-setting process
Mathematics
Linking, equating, and standard-setting process
Science
Assessment blueprint developed for elementary, middle, and high schools
Field testing, bias reviews, etc.
Full implementation of new Science assessment
Item development begins
Linking, equating, and standard-setting process
Select three grade
English Language Learners (ELL)
Alternate Assessment

Timeline for Changes in RISAP

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2
Existing Assessments														
Gr 4 NS ELA														
Gr 4 NS Math														
Gr 8 NS ELA														
Gr 8 NS Math														
Gr 10 NS ELA														
Gr 10 NS Math														
Gr 3 RI Writing														
Gr 7 RI Writing														
Gr 11 RI Writing														
Alternate Assessment														
New Assessments														
Gr 3 LA														
Gr 3 Math														
Gr 4 LA														
Gr 4 Math														
Gr 5 LA														
Gr 5 Math														
Gr 6 LA														
Gr 6 Math														
Gr 7 LA														
Gr 7 Math														
Gr 8 LA														
Gr 8 Math														
HS LA														
HS Math														
Gr K Reading														
Gr 1 Reading														
Gr 2 Reading														
Gr 3 Reading														
Gr K Writing														
Gr 1 Writing														
Gr 2 Writing														
Gr K Math														
Gr 1 Math														
Gr 2 Math														
Gr 3 Math														
LEP LA (any grade)														
LEP Math (any grade)														

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

7.1 What is the State definition for the public High school graduation rate?

Rhode Island will use the graduation rate as the additional indicator of performance for high schools. If a high school fails to meet targets for the high school graduation rate, it will be classified as a low performing school regardless of its test score performance.

A statewide baseline measure will be established for the high school graduate rate. The procedure for defining the baseline will parallel the procedure for defining the baseline for the academic measures. Schools will be ranked by graduation rate and the cumulative number of students will be calculated. The graduation rate of the school where the cumulative count of graduates plus dropouts reaches 20 percent of students statewide will be the baseline (class of 2002).

Annual measurable objectives and intermediate goals will be established working forward from the baseline to achieve a 2013-14 graduate rate of 95 percent. The progression of these goals will follow the same pattern and logic as that applied to the assessment measures. High schools that do not keep pace with these goals will be classified as low performing schools.

For fifteen years, Rhode Island consistently used a synthetic cohort formula to calculate the dropout rate for high schools. The formula used current grade-specific dropout rates at grades 9, 10, 11 and 12 to simulate the retention of an entering cohort of 9th grade students. Beginning with the graduating class of 2002, Rhode Island will change to the more direct cohort estimation formula, which reconstructs an actual class of students moving through high school. Fortunately, Rhode Island has collected aggregate graduate and dropout counts by race in prior years, so the cohort estimation formula can be used to calculate the graduation rate for racial groups. We must phase in LEP, IEP and poverty data over the next several years to have subpopulation graduation rates for these groups. The data collection for high school graduation rates is unlike the database gathered using assessment data from which we are able to disaggregate student data.

Rhode Island will use the following NCES cohort estimation formula to calculate the dropout rate for the graduating class of 2001-02. However, those students who are GED recipients will be identified as non-graduates. This formula will be likewise used through the class of 2007 to report on whether schools meet annual measurable objectives.

$$\text{Graduation Rate} = \left[\frac{\text{Number of 2002 Graduates}}{\begin{array}{l}\text{\# of 2002 graduates +} \\ \text{\# of grade 9 dropouts in 1998-99 +} \\ \text{\# of grade 10 dropouts in 1999-2000 +} \\ \text{\# of grade 11 dropouts in 2000-01 +} \\ \text{\# of grade 12 dropouts in 2001-02}\end{array}} \right] \times 100$$

Rhode Island uses the NCES "Common Core" definition of a graduate and was among the first group of states to adopt this definition in 1991-92.

Beginning with school data submissions in October 2003, Rhode Island will begin converting to an exact student roster tracking method for calculating graduation rates. For the first school year (2003-04), schools

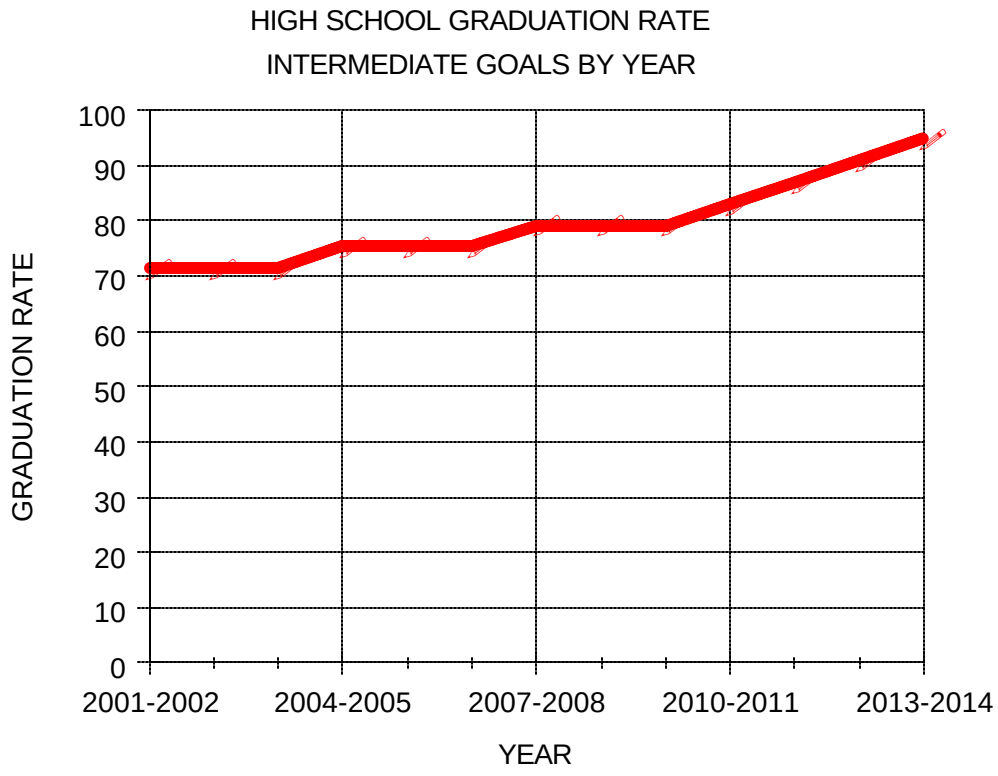
will submit a complete roster of 9th grade students with demographic and program information (race, IEP, LEP, poverty) for each named student identified by a unique student identifier. Dropout transactions will be maintained against this data file. Starting from October 2004, schools will submit complete rosters for grades 9-12 with necessary demographic and program information. This phase-in is summarized on the accompanying chart. For the graduating class of 2007 a new graduation rate baseline will be set using the student roster tracking method. Annual measurable objectives (AMOs) for 2008-14 will be based on the student roster tracking method.

PROJECTION OF GRADUATION RATE STATISTICS

Graduating Class of	NCES Cohort Estimation Formula	Cohort Estimation Disaggregations	Student Roster Tracking Method	Student Roster Disaggregations
2002	Baseline	Race	Not Available	-
2003	Report for AMO	Race	Not Available	-
2004	Report for AMO	Race	(Grade 9 enrollees for class of 2007)	All
2005	Report for AMO	Race	(Grades 9, 10)	All
2006	Report for AMO	Race	(Grades 9, 10, 11)	All
2007	Report for AMO	Race	Grades 9, 10, 11, 12 (Publish new Baseline)	All
2008	(Discontinue)		Report for AMO	All
2009			Report for AMO	All
2010			Report for AMO	All
2011			Report for AMO	All
2012			Report for AMO	All
2013			Report for AMO	All
2014			Report for AMO	All

HIGH SCHOOL GRADUATES	
Year	**AMO Graduation Rate**
2002-2003	**71.4**
2003-2004	**71.4**
2004-2005	**75.3**
2005-2006	**75.3**
2006-2007*	**75.3**
2007-2008	**79.2**
2008-2009	**79.2**
2009-2010	**79.2**
2010-2011	**83.1**
2011-2012	**87.0**
2012-2013	**90.9**
2013-2014	**95.0**

* A new baseline will be set for the graduating class of 2007 based on accumulated data from the student roster tracking method. The graduation rate target for 2013-14 will continue to be 95 percent.


HIGH SCHOOL GRADUATION RATE
INTERMEDIATE GOALS BY YEAR
GRADUATION RATE
100
90
80
70
60
50
40
30
20
10
0
2001-2002
2004-2005
2007-2008
2010-2011
2013-2014
YEAR

7.2 What is the State's additional academic indicator for public Elementary schools for the definition of AYP? For public Middle school for the definition of AYP?

Attendance in Rhode Island is defined as the percent of actual attendance days of students in a school divided by the number of days those students are registered in the school.

$$\textbf{Attendance} = 100 \times \frac{\text{actual attendance days in an academic year}}{\text{membership days in an academic year}}$$

As required by NCLB, this will be the measure used as the additional academic indicator for middle schools and elementary schools. This indicator is generated from grade level membership and attendance figures submitted by schools to RIDE as part of their pupil data summary. This data is audited annually and is the basis for state aid.

The statewide goal for attendance is 95%.

Schools that have an attendance rate of 90% or more will be identified as high performing and sustaining schools. They must sustain at least this rate and make steady and incremental growth to 95% by 2014. Schools that have an attendance rate of less than 90% will be identified as low performing schools. They will maintain that status until they reach 90% or higher. These schools also must make steady and incremental growth to 95% by 2014. Schools that meet or exceed the threshold will have met this other academic indicator for purposes of calculating AYP. We expect variability in a school's attendance rate as they progress toward the 95% rate. However, schools that fluctuate between 90% and 95% will not be considered low performing.

Despite having met its AYP assessment measures, if an elementary or middle school fails to meets its goals for this indicator, it will become a "Low Performing" school under the NCLB guidelines.

Examples of Evidence:

- 2002 Elementary Attendance Rates by School
- 2002 Middle School Attendance Rates by School
- Process for Auditing Attendance Report from School Districts
- Audited Attendance Reports
- "Learning Support Indicators" Technical Assistance Bulletin (October 2002)

7.3 Are the State's academic indicators valid and reliable?

The Rhode Island Assessment System was approved by the USDOE. The vendors of these tests have produced technical studies, which demonstrate their validity, reliability and psychometric integrity. They are also aligned to the content standards for Rhode Island. RIDE will subject the new assessments to the same technical rigor as it has with previous assessments.

The data collected relative to attendance and graduation is currently part of the RI Accountability System in terms of its Learning Support Indicators. An audit process is also required for pupil summary data.

AUDIT REQUIRED

All school districts within Rhode Island shall be required to have audits performed in accordance with Uniform Accounting and Reporting Standards for Rhode Island Municipalities, issued by General Assembly, Office of the Auditor General; when appropriate, the Office of Management and Budget Circular A-128, Audits of State and Local Governments; and Rules for Rhode Island School Districts Regarding the Reporting and Auditing of Special Purpose Forms Pertaining to Education as set forth below.

Examples of Evidence:

- "Learning Support Indicators" Technical Assistance Bulletin (October 2002)
- Assessment Validation Studies

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

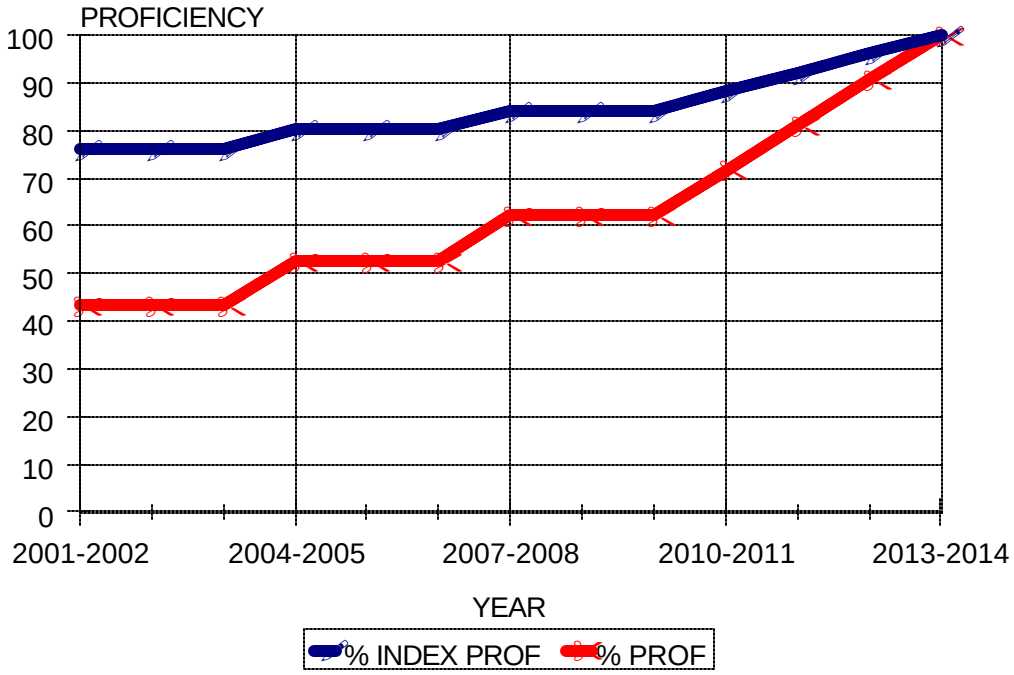
8.1 Does the State measure achievement in reading/language arts and mathematics separately for determining AYP?

The Rhode Island AYP/Accountability model incorporating the required elements of No Child Left Behind is built upon the current accountability system in place under Rhode Island's statutory requirements under Article 31 which categorizes schools based on performance and improvement. For the next "round" or cycle of school performance categories, school and district performance will be assessed using a index proficiency that measures the progress students/schools and districts are making toward 100% proficiency in the year 2013/2014 in both ELA and mathematics. The AYP determinations are constructed first by content area (ELA and mathematics) and then for each school, district and subgroup for the first intermediate goal. These AYP calculations will be constructed annually as part of RI's accountability process. Figure 5 illustrates both the intermediate goals and the annual measurable objectives for both subject areas by school level (elementary, middle, high). Each set of assessments has a trajectory which is the basis for schools and districts to be assigned their own AYP targets in accordance with NCLB. (Graphs 1 through 6)

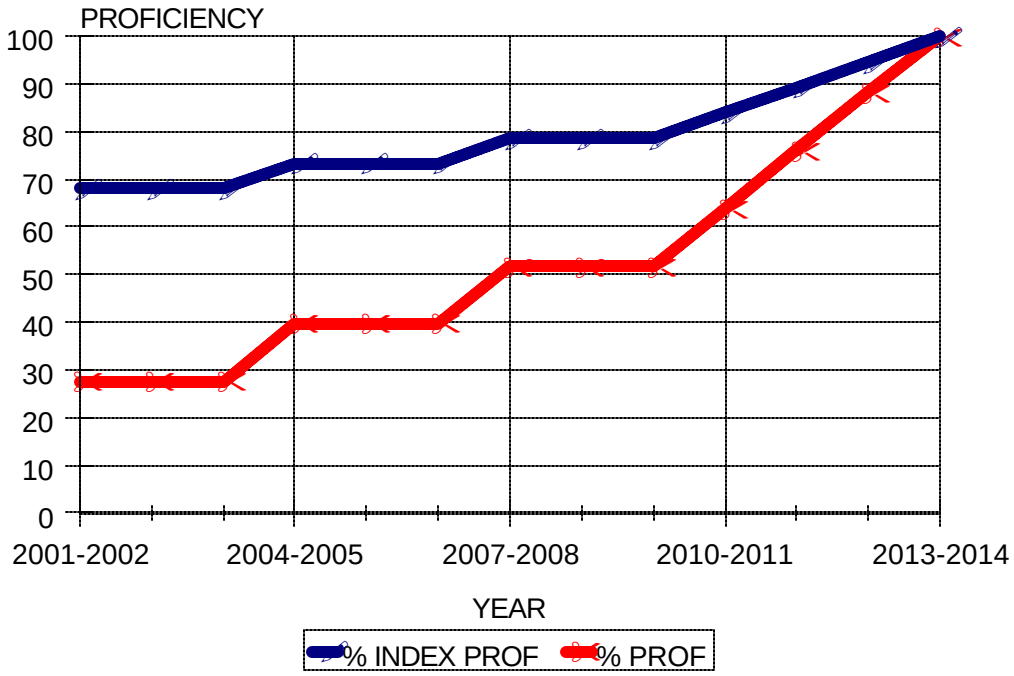
Figure 5: RHODE ISLAND'S ANNUAL MEASURABLE GOALS

	ELEMENTARY		MIDDLE		HIGH	
	ELA	**Math**	**ELA**	**Math**	**ELA**	**Math**
2013-2014	**100**	**100**	**100**	**100**	**100**	**100**
5th Intermediate Goal						
20112-2013	**96.1**	**93.7**	**94.5**	**91.1**	**93.6**	**90.8**
4th Intermediate Goal						
2011-2012	**92.1**	**87.3**	**89.2**	**82.1**	**87.4**	**81.6**
3rd Intermediate Goal						
2010-2011	**88.1**	**80.9**	**83.9**	**73.1**	**81.2**	**72.4**
2009-2010	**84.1**	**74.5**	**78.6**	**64.1**	**75.0**	**63.2**
2008-2009	**84.1**	**74.5**	**78.6**	**64.1**	**75.0**	**63.2**
2nd Intermediate Goal						
2007-2008	**84.1**	**74.5**	**78.6**	**64.1**	**75.0**	**63.2**
2006-2007	**80.1**	**68.1**	**73.3**	**55.1**	**68.8**	**54.0**
2005-2006	**80.1**	**68.1**	**73.3**	**55.1**	**68.8**	**54.0**
1st Intermediate Goal						
2004-2005	**80.1**	**68.1**	**73.3**	**55.1**	**68.8**	**54.0**
2003-2004	**76.1**	**61.7**	**68.0**	**46.1**	**62.6**	**44.8**
2002-2003	**76.1**	**61.7**	**68.0**	**46.1**	**62.6**	**44.8**
Baseline	**76.1**	**61.7**	**68.0**	**46.1**	**62.6**	**44.8**

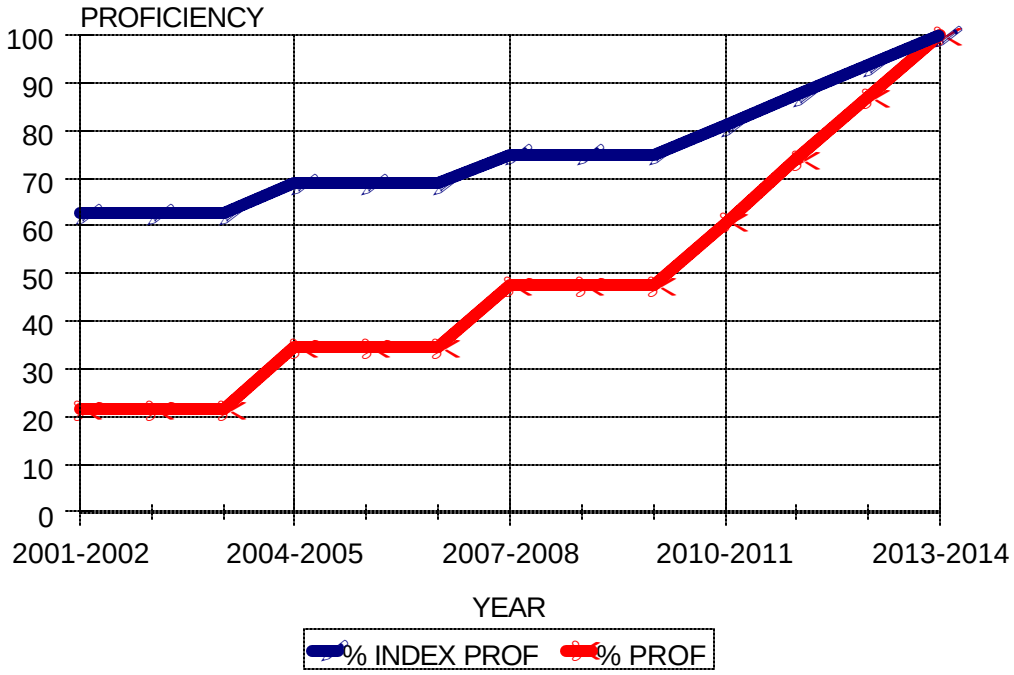
Graph 1: ELEMENTARY - ENGLISH LANGUAGE ARTS
INTERMEDIATE GOALS BY YEAR



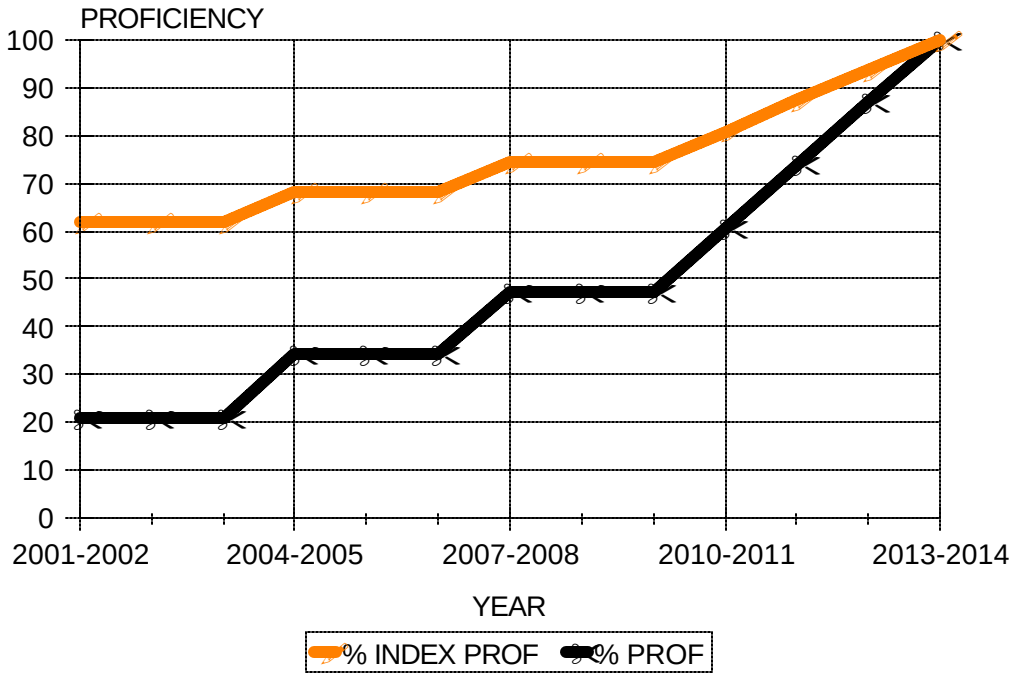
Graph 2: MIDDLE - ENGLISH LANGUAGE ARTS
INTERMEDIATE GOALS BY YEAR



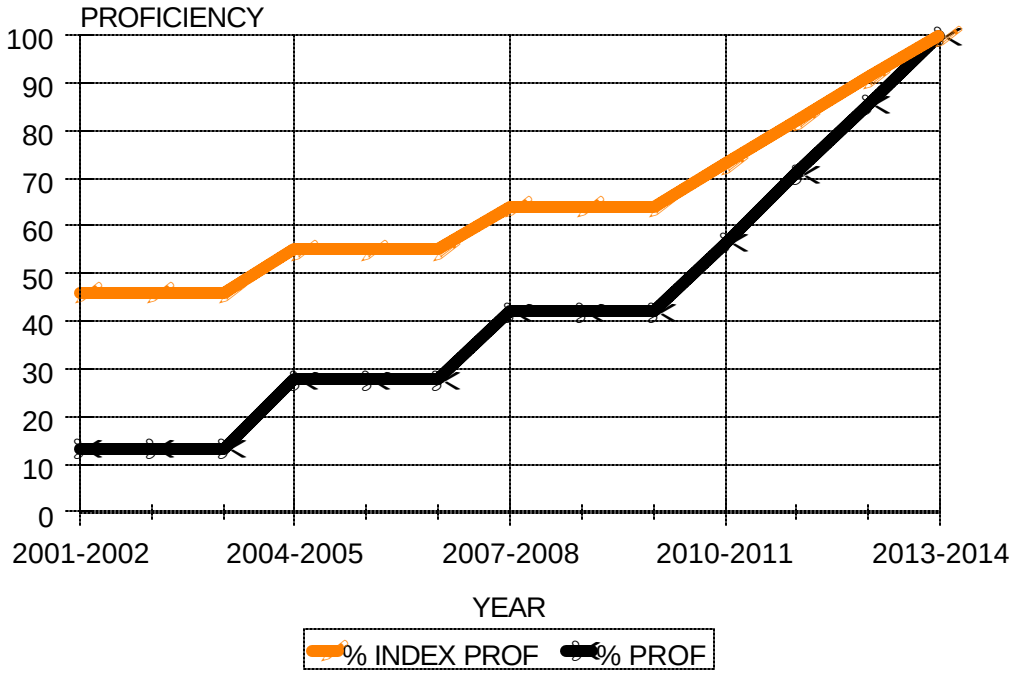
Graph 3: HIGH - ENGLISH LANGUAGE ARTS
INTERMEDIATE GOALS BY YEAR



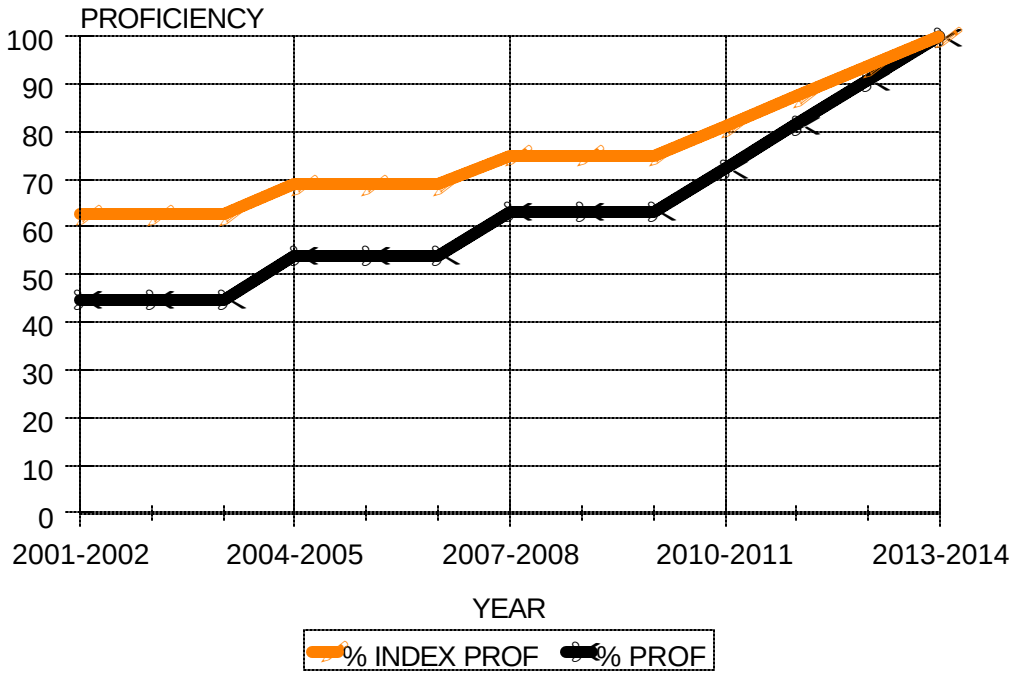
Graph 4: ELEMENTARY - MATHEMATICS
INTERMEDIATE GOALS BY YEAR



Graph 5: MIDDLE - MATHEMATICS
INTERMEDIATE GOALS BY YEAR



Graph 6: HIGH - MATHEMATICS
INTERMEDIATE GOALS BY YEAR



The ELA test is made up of four subtests:

1 Reading: Basic Understanding
2 Reading: Analysis & Interpretation
3 Writing: Effectiveness
4 Wring: Conventions

Each of these subtests is assigned an achievement level or performance score.

We calculate an aggregated performance of a school or subgroup in ELA as follows:

1 Determine the number of students at each performance level in each subtest.
2 Add up the frequency counts for each of the levels. For example, the numbers of students in level 5 for each of the four subtests are added to obtain an aggregate count for level 5.
3 The sum of these aggregated totals is the denominator.
4 The percent of students in each level is 100 multiplies by the corresponding aggregate frequency divided by the denominator.

	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**No Scores**	**Total**
R. Basic	**1**	**34**	**20**	**42**	**5**	**2**	**104**
R. Analysis	6	27	42	27	0	2	104
W. Effect	1	54	18	29	0	2	104
W. Conv	2	38	29	33	0	2	104
Total	10	153	109	131	5	8	416
% PROF	100*10 / 416	100*153 / 416	100*109 / 416	100*131 / 416	100*5 / 416	100*8 / 416	100
% PROF	2.40	36.78	26.20	31.49	1.20	1.92	99.99

The Mathematics test is made up of three subtests:

5 Math: Skills

Math: Concepts

6 Math: Problem Solving

Each of these subtests is assigned an achievement level or performance score.

We calculate an aggregated performance of a school or subgroup in ELA as follows:

5 Determine the number of students at each performance level in each subtest.
6 Add up the frequency counts for each of the levels. For example, the numbers of students in level 5 for each of the four subtests are added to obtain an aggregate count for level 5.
7 The sum of these aggregated totals is the denominator.
8 The percent of students in each level is 100 multiplied by the corresponding aggregate frequency divided by the denominator.

	Level 1	Level 2	Level 3	Level 4	Level 5	No Scores	Total
Skills	**2**	**45**	**50**	**68**	**104**	**6**	**275**
Concepts	3	36	16	77	137	6	275
Pr. Solv	35	54	34	105	41	6	275
Total	40	135	100	250	282	18	825
% PROF	100*40 / 825	100*135 / 825	100*100 / 825	100*250 / 825	100*282 / 825	100*18 / 825	100
% PROF	4.85	16.36	12.12	30.30	34.18	2.18	99.99

DATA ACROSS YEARS

Data across multiple years is handled in a two-step process similar to aggregating subtests. The first task is to aggregate the data for the subtests by each year. In the second step, we combine data for several years to obtain the cumulative results. We illustrate this with an example for mathematics.

STEP 1

Year		Level 1	Level 2	Level 3	Level 4	Level 5	No Scores	Total
2002	**Skills**	**3**	**36**	**16**	**77**	**137**	**6**	**275**
	Concepts	2	45	50	68	104	6	275
	Pr. Solv	35	54	34	105	41	6	275
	Total	40	135	100	250	282	18	825
2001	**Skills**	**4**	**53**	**25**	**76**	**64**	**12**	**234**
	Concepts	9	52	50	56	55	12	234
	Pr. Solv	34	69	32	68	19	12	234
	Total	47	174	107	200	138	36	702
Year 3	**Skills**	**8**	**50**	**64**	**49**	**51**	**13**	**235**
	Concepts	7	46	26	77	66	13	235
	Pr. Solv	35	51	45	52	39	13	235
	Total	50	147	135	178	156	39	705

Step 2

Year	Level 1	Level 2	Level 3	Level 4	Level 5	No Scores	Total
2002	40	135	100	250	282	18	825
2001	47	174	107	200	138	36	702
2000	50	147	135	178	156	39	705
3-Year (total)	137	456	342	628	576	93	2232
% Prof.	$\frac{100*137}{2232}$	$\frac{100*456}{2232}$	$\frac{100*342}{2232}$	$\frac{100*628}{2232}$	$\frac{100*576}{2232}$	$\frac{100*93}{2232}$	100
% Prof.	6.14	20.43	15.32	28.14	25.81	4.17	100

Index Score

(25*137) + (50*456) + (75*342) + (100*628) + (100*576) + (0*93)= 172275

Index Denominator 100*(137 + 456 + 342 + 628 + 576 + 93)= 223,200

Index Prof $\frac{100*172275}{223200}$ = 77.18%

Examples of Evidence:

- 3.1 Tables and graphs
- School Performance Categories Technical Assistance Bulletin Incorporating NCLB (Feb. 2003)
- AYP Runs for Each School

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

9.1 How do AYP determinations meet the State's standard for acceptable reliability?

Studies 1'2, including our own analysis, have shown that school level variances of student proficiency rates do not depend upon the size of the school. However, if schools are grouped based on population, then the school level proficiency variances from one group to the other become distinctively different. In determining the reliability of our assessment measurements, we have evaluated the Index Proficiency scores of all schools and subgroups in English language arts and mathematics at the Elementary, Middle and High school levels. The schools within each of the three levels are then divided into different groups based on their sizes. A school in a specified group has a standard error associated with the Index Proficiency score, which is defined as the square root of the group variance divided by the number of students in the school. The result is multiplied by a factor of 1.96 to convert the degree of confidence to 95% using a two-tail z-statistic. If all the schools with varying populations are placed in one group, we find the standard error for each school is doubled. Thus, AYP decisions made with the grouping of schools based on size are found to be more reliable.

Using a process similar to the one described above, we have defined our minimum N to be 45. One of the main reasons for the choice of 45 is that the resulting standard error is less than the expected growth targets in student performance overtime. This enables us to make AYP decisions involving student proficiency levels with a certain degree of confidence (95%). Rhode Island has a few schools with population less than 45. For these schools, the process described above will lead to large standard errors since the standard error is inversely proportional to the square root of N. These schools with small populations are not in sufficient numbers to constitute a group by themselves. To obtain comparable error bands for these schools, student level records within each school will be used to calculate the associated standard error for that schools. The standard error, then, is the square root of the variance of the individual student scores within the school divided by the number of students in the school. This does not take into consideration the scores of other schools with similar populations and the results need to be interpreted very carefully. Even though the corresponding standard errors are relatively larger, they are still less than the annual growth expected from the school in order for the school to meet its Annual Measurable Objective (AMO). Thus, actual growth can be distinguished from measurement and sampling errors.

We combine three years of data to determine a school or subgroup's Index Proficiency. The use of the Index Proficiency is a measure that takes into account the proficiency status of each student. Finally, we use a minimum "n" size of 45 to make AYP decisions. These are factors that increase the reliability of our system. The error bands will be used to determine the Index Proficiency range for each school, LEA, and subgroup.

Thus, all schools, even those with a population of less than 45, will be included in our Accountability system; the manner in which we measure the reliability of our decisions depends on the size of the school.

References:

1. Richard, Hill (2000) The Reliability of California's API, The National Center for the Improvement of Educational Assessment.

2. Richard, Hill (2002) Determining the Reliability of School Scores, The National Center for the Improvement of Educational Assessment.

Examples of Evidence:

- Assessment Data
- Standard Error vs. "n" Graphs

9.2 What is the State's process for making valid AYP determinations?

Rhode Island accounts for all students enrolled during State assessments. We also will, by beginning to phase in a universal student identification system in 2004, be more accurately able to ensure that 95% of each subgroup has been assessed, rather than relying primarily on coding of student demographics on test booklets. Thus, the results of the State assessments do reflect the achievement of the State's students.

Appeal Process - 1 year vs. 3 years of data

Experience with three-year averaging has taught us that occasionally a school will show strong improvement in the current year that is diluted using a three-year average to the point where the improvement is completely obscured. Thus, the Rhode Island system will allow a second comparison option. If a current (single year) score would improve the classification of a low performing district or school, the single year's results will represent the current data rather that the three-year average. This option can only be used when the following conditions are met:

1. The district or school is low performing;
2. The minimum "n" size is met for the current year (n=45);
3. The historical data is maintained as a three-year average;
4. This option is taken during the 30-day appeal period;
5. The Safe-Harbor provision review has been conducted.

Accountability System Validity and Reliability

The principal approaches to assuring the validity of the accountability system are to:

- Quality control procedures for data including 30-day appeals review for schools to review the data elements underlying the accountability classification.
- "Reasonable" continuity with prior classifications of schools as defined by technical advisory group.
- Under our "Assessment Enhancement Grant," a team of external experts will set and review validity criteria.

The principal approaches to assuring the reliability of the accountability system are:

- Combine multiple years of assessment data (typically three) to improve the stability of data and reduce unique cohorts effects.
- Establish minimum N-counts for allowing disaggretation analyses that have a demonstrated statistical basis.
- Allow standard errors to be applied to assessment score to obtain 95% confidence levels in measurement.

9.2 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?

With the NCLB expectations for grades 3-8 testing, Rhode Island will want to recalculate starting points (baseline), intermediate goals and annual measurable objectives for the 2005-2006 school year. Likewise, Rhode Island might move to a cohort system at that time. These decisions will be made prior to the end of the 2004-2005 school year for public dissemination. Currently Rhode Island is engaged in the work of the New England Compact for Grade Level Expectations (GLEs) and aligned assessments. (See also 1.1 and 6.1). RI will conduct equating studies between existing and new assessments as we transition to new tests. Ongoing reviews of our assessment and accountability systems occur with a panel of RI practitioners as well as with technical expertise from our contractors and the New England Compact Technical Advisory Panel.

Examples of Evidence:

- Enhanced Assessment Grant Application

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?

Rhode Island has been publishing data on rates of participation in State assessments since 1997. At the beginning of the testing window of State assessments, all schools through their districts provide rosters electronically to RIDE listing all students enrolled by grade level. (This is necessitated because Rhode Island does not have a student identification system).

Amendments are allowed through the conclusion of the testing window, to provide updates due to student mobility during the testing window. School-level counts for the tested grades are generated from these rosters. The number of students who participated in the tests and actually obtained a valid test score is also determined after the tests are completed and graded. Students who filled in the test header sheet and failed to take the test or did not submit a meaningful response to any of the test questions are deemed not to have participated in the test. The testing contractor identifies such students as "Did Not Test." Alternate Assessment data is merged with the regular assessment data before the number of valid test takers is calculated. The higher number of the enrollment or the number of students with test booklets become the denominators for calculations of the participation rates. This denominator includes the medically fragile who are exempt from testing for medical reasons as well as any student enrolled in the school. The numerator counts all students who completed the test and obtained a valid test score. The ratio of the numerator and denominator multiplied by 100 gives the participation rate for the school.

Examples of Evidence:
- State Assessment Manual
- Assessment Data

10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?

The process described in 10.1 is used to calculate the participation rates for schools, districts as well as the disaggregated subgroups. A school or district that fails to meet the 95% participation rate is identified for corrective action as part of our accountability system. We have used three years of enrollment and test data to calculate our participation rates. Schools and districts which fail the 95% participation rate are combined with schools which have failed to meet their Annual Measurable Objective (AMO) in assessment to obtain a comprehensive list for intervention.

Examples of Evidence:

- *"Information Works!"* (www.infoworks.ride.uri.edu)
- "School Performance Categories" Technical Assistance Bulletin (October 2002)